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ABSTRACT

A study was commissioned to develop and validate a test to assess the attitudes of Alberta (Canada) students toward the world of work. An instrument was needed to examine the following five areas of concern: (1) attitudes toward earning a living; (2) perceptions about employer expectations; (3) perceptions about available opportunities; (4) relevance of school preparation for employment; and (5) characteristics of desirable jobs. Two pilot instruments were administered to approximately 360 students in grades eight and eleven. Analyses of the student opinions resulted in an instrument of 75 items which could be grouped into the following 15 scales: preparation by school, interest and variability in jobs, diligence, laziness, job security, positive employer characteristics, independence, money, ambition, locus of control, confidence in succeeding, negative employer characteristics, social relations, attitudes toward unemployment, and general attitudes toward earning a living. The revised instrument was administered to 467 ninth grade students and 568 twelfth grade students. The students were sampled from eight separate geographic locations in Alberta. Analyses of the student opinions indicated that the scales were relatively independent of each other, were structurally valid, and should be retained in the revised instrument. Several attempts were made to examine the validity and assess the reliability of the subscale scores. (Results are reported in detail in this technical report and are summarized in a companion document, CE 021 510.) (Author/BM)

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DEVELOPMENT OF SCALES ON ATTITUDES TOWARDS THE WORLD OF WORK

by

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A Study Commissioned by
The Minister's Advisory Committee on
Student Achievement
(MACOSA)

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PREFACE

The Minister's Advisory Committee on Student Achievement (MACOSA) was established by ministerial order in October 1976 in response to growing concerns expressed by the public at large, government, labor, business, students and educators regarding the quality and standards of basic education in Alberta.

MACOSA commissioned a number of studies, primarily to provide basic information for a summary of current levels of achievement in Alberta and to provide baseline data for future assessment. These studies fell into three categories: (1) preliminary studies, (2) achievement studies, and (3) other studies.

This study, Development of Scales on Attitudes Towards The World of Work, was commissioned to develop and validate a test to assess the attitudes of Alberta students towards the world of work.

This report, which represents the findings and conclusions of the researchers, was presented to MACOSA as information.

MEMBERS OF THE MACOSA ATTITUDE TESTS

STEERING COMMITTEE

Attitude Tests Steering Committee

Dr. Terry Mott (Chairman), Counselling and Guidance Supervisor, Special Educational Services, Alberta Education

Dr. Tom Maguire, Faculty of Education, University of Alberta (Dr. Wally Unruh, Faculty of Education, University of Calgary subsequently replaced Dr. Maguire)

Dr. Harry Mosychuk, Assistant Superintendent of Research and Evaluation, Edmonton Public School Board

Mr. Tony Tomko, School Psychologist, Edmonton Catholic Schools

Dr. Clarence Rhodes (Recorder and Consultant to the Committee), Planning and Research Branch, Alberta Education

Dr. Harry Sherk (ex officio), Planning and Research Branch, Alberta Education

ABSTRACT

Recently, a subcommittee of the Minister's Advisory Committee on Student Achievement (MACOSA) was struck to assess the attitudes of Alberta students toward the world of work. The subcommittee decided that an instrument was needed to examine the following five areas of concern regarding Alberta students: attitudes toward earning a living, perceptions about employer expectations, perceptions about available opportunities, relevance of school preparation for employment, and characteristics of desirable jobs. The intent was to provide an instrument which would provide useful feedback about attitudes toward the five areas.

Based upon a literature review, and the five areas of concern documented by the subcommittee, two pilot instruments consisting of 125 items each were developed. Each item consisted of a statement about the world of work, along with a five-point rating scale which ranged from Strongly Disagree to Strongly Agree. Each pilot instrument was administered to 360 students in June, 1978. The students were in grades eight and eleven, and were sampled from four locations in Alberta. The sample was obtained from two southern Alberta cities and two central Alberta towns. Analyses of the student opinions identified the following fifteen scales: preparation by school, interest and variability in jobs, diligence, laziness, job security, positive employer characteristics, independence, money, ambition, locus of control, confidence in succeeding, negative employer characteristics, social relations, attitudes toward unemployment, and general attitudes toward earning a living.

Based upon the analyses of the two pilot instruments (a total of 250 items), and the fifteen scales which were identified, a revised instrument consisting of seventy five items was assembled. The seventy five items were grouped into fifteen scales, each containing five items. In October, 1978, the revised instrument was administered to 467 ninth grade students and 568 twelfth grade students. The students were sampled from eight separate geographic locations in Alberta. Emphasis was placed upon sampling students from a large city (27% of total sample), small cities (39%), and from centralized schools with a mix of rural and urban students (34%). Analyses of the student opinions indicated that the fifteen scales were relatively independent of each other, were structurally valid, and should be reatained in the revised instrument.

Several attempts were made to examine the validity of the subscale scores in the revised instrument. This was accomplished by dividing the total sample into various groups and then checking for differences based upon: junior high school and senior high school membership, sex, school program, job aspiration, holders of part-time jobs, students with full-time summer job experience, and, as well, comparisons with seventy seven students enrolled in an academic upgrading program at the Northern Alberta Institute of Technology and forty eight students enrolled in a similar program at the Alberta Vocational Centre, Edmonton. The results of the analyses support the validity of the revised instrument.

Finally, a number of attempts were made at assessing the reliability of the subscale scores. Although the results were not conclusive, the subscale scores appear reliable

At the end of the revised instrument, the students were provided with space for written comments. Approximately one-third of the students responded with comments. The most prominent opinion expressed by the students was that there was an inadequate level of vocational counselling being supplied in the schools.

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DEVELOPMENT OF SCALES ON ATTITUDES TOWARDS THE WORLD OF WORK

Part I

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Alberta Education
1979

I. Introduction

During the past two years, the Minister's Advisory Committee on Student Achievement (MACOSA) has been investigating various aspects of student achievement in the province of Alberta. The activities of MACOSA and its various subcommittees have ranged from surveying the opinions of Alberta citizens about student achievement to assessing levels of student achievement in core subjects.

As a small part of the MACOSA activities, a subcommittee was struck to investigate the feasibility of assessing objectives in the affective domain. As a result of the deliberations of the MACOSA Attitude Test Validation Steering Committee a study was commissioned to develop and validate an instrument for assessing student attitudes towards the world of work. The present document is the report of the "MACOSA - Attitudes Towards the World of Work Study".

II. Background and Focus for the Study

In the report of the Steering Committee to MACOSA (April 3, 1978), note was taken of the need to delimit the investigation of affective objectives to fit the time constraints. One Goal of Schooling (Alberta Department of Education, 1978) that seemed relevant to the affective domain was Goal 6 which made reference to attitudes about the world of work. Five dimensions of this topic were delineated for initial consideration. These were:

- Attitudes towards earning a living;
- Employer expectations;
- Perceptions about available opportunities;
- Relevance of school preparation for employment; and
- Characteristics of a good job.

No instruments exist to measure these dimensions, and so the Steering Committee recommended the development of necessary instrumentation followed by validation in Alberta schools.

In recommending the development of the instrument the Steering Committee expressed optomism that the validation results would be adequate enough to support it as a measure of group outcomes in program evaluation. The Steering Committee was less optomistic regarding the instrument's potential for providing diagnostic information about individual pupils, and noted that the appropriate use for the test would likely be to collect information about groups in classes, schools, systems, or in the province.

With this in mind, the investigators began by developing items that would have potential for use at an individual level, but then focused their activities on validating and assessing the instrument's capability for group assessment.

III. Review of the Literature

A. Preamble: Attitudes, Values, Opinions

The domain of "Attitudes toward Work" is a continuum that stretches from personality characteristics that relate to job selection to opinions about work activities. Many of the instruments that purport to measure work attitudes fall at the personal values end of the continuum. At that end, personal values are related to job descriptions to form job preference scales such as the Strong Vocational Interest Blank. Many of the scales that exist are scales which are designed to tap fairly enduring attitudes which fall in the fuzzy area where attitudes merge into values. These scales can be used with individuals as aids to counselling and, as such, considerable research has been conducted into their stability and validity.

Moving from the values end toward the opinion end of the continuum, we encounter an area where attitudes begin to blend into opinions. This is the area in which a person's perception of self in relation to the world of work is important. It is not a value because it is not an enduring, underlying psychological construct. On the other hand, it is more than a transitory opinion about a particular job. The present study is focused on this area.

Little work seems to have been done directly on high school students' perceptions and anticipations about some aspects of the world of work in spite of the number of occupational preference scales and work value scales that exist. Specifically, little has been done on perceptions of the adequacy of training and about perceptions of employers. Perhaps this is because most investigators have been more concerned with vocational counselling than with describing the shifting directions of population attitudes. The body of literature that is closest to the present study is found in the work values inventories summarized below. These were developed between 1957 and 1977. Table 1 lists and compares the individual values purporting to be measured by each of the instruments.

B. Review of Some Previous Work Value Inventories

The Occupational Values Scale (1957) developed by Rosenberg consists of ten items to be rated on a three-point scale of importance as requirements of the ideal job or career. Rosenberg showed that most of the items fell into one of three clusters: the extrinsic-rewards-oriented value complex (work viewed mainly in instrumental terms) e.g., "Provide me with a chance to earn a good deal of money"; the self-expression-oriented value complex (work as an end in itself) e.g., "Permit me to be creative and original"; and the people-oriented value complex (work as an opportunity to

Table I

A Comparison of Subscales Measured by Some Previous Work Value Instruments

NAME OF SCALE	Occupational Value Scale		Work Value Scale	Occupational Value Scales	Occupational Value Scale	Occupational Value Scale	Work Values Inventory	Ohio Work Values Inventory	Occupational Values Inventory		Work Ethic Survey	Jackson Vocational Interest Survey
AUTHOR	Rosenberg	Dipboye & Anderson	Eyde	Kilpatrick, et.al.	Thompson	Hall	Super	Hales & Fenner	Perrone	Burton	Schab	Jackson
YEAR	1957	1959	1962	1964	1966	1968	1968	1972	1973	1975	1976	1977
ADDED REFERENCE	Smithers: 1969, 1975		Glogowski & Lanning: 1976			Pentecoste: 1975						
NUMBER OF SUBSCALES	10	9	6	6	10	21	15	11	8	14	6	8
COMMON SUBSCALES:												
INDEPENDENCE	X	X	X	Influence	X	X	X	X	X	Freedom	X	X
SALARY	Good Money	X	Economic	Economic	Money	Monetary Concern	Economic Return	Money	X	X	Pay Considerations	
JOB SECURITY	X	X			X	X	X	X	X	X		X
WORKING WITH PEOPLE	X	Relations with Others	Social	Affiliation		Belongingness; Co-worker Concern	Associates		X	X		Interpersonal Confidence
PRESTIGE	Status	X	Dominance-Recognition	Influence	Esteem	Esteem	X	X				Accountability
LEADERSHIP	X		Dominance-Recognition	Influence	X		Management	Control		Responsibility		Dominant Leadership
ACHIEVEMENT		Advancement	Mastery-Achievement	X		Aspiration	X	Task Satisfaction		Advancement		Academic Achievement
HELPING PEOPLE	Helpful			Affiliation	X	People Orientation	Altruism	Altruism	X			
SELF-DEVELOPMENT	Special Abilities			Achievement		Self-Actualization	Esthetics	Self-Realization	Special Abilities	X		
WORKING CONDITIONS		X				Location; Environment Concern	Surroudings	Solitude		Location	X	
IDEAS					Express own Ideas		Intellectual Stimulation	X				Stamina
INTERESTING WORK		X	Interesting Activity-Variety		X		Variety					
CREATIVITY	X						X		X			
FRINGE BENEFITS		X								X		
OTHER SUBSCALES:	Adventure			Non-economic	Being a Boss	Risk	Supervisory Relations	Object Orientation	Time for Family	Type of Work	Success	Planfulness
					Recognition		Way of Life			Training	Sex Discrimination	
										Company Reputation	General Work Philosophy	
										Job Title		

KEY:

X - Subscale measured by instrument, same terminology used.
Term - Subscale measured; comparable term used and specified.
Blank - Subscale not measured by instrument.

be with other people) e.g., "Give me an opportunity to work with people rather than things". Rosenberg's scale was reported on by Smithers (1969, 1975) as he utilized it at the University of Bradford, England.

Dipboye and Anderson's instrument (1959) consists of nine items, each a criteria for choosing a job e.g., "Advancement (a job with a chance to get ahead - promotion)". Respondents are to rate the items from one to nine in order of perceived importance.

The Work Value Scale (1962) constructed by Eyde consists of 84 items divided into fourteen sets, each set representing one of six specific work value factors: Dominance-Recognition (influencing others and receiving recognition for work); Economic (desiring money for necessary and incidental expenses); Independence (depending on oneself); Interesting Activity/Variety (filling life with different events); Mastery-Achievement (developing and using skills); and Social (desiring to be with many different kinds of people). Glogowski and Lanning (1976) referred to Eyde's instrument in conducting their research at a community college.

The Occupational Value Scales of Kilpatrick, et al. (1964) was an attempt to assess the relative importance of values among groups. The instrument consists of thirty statements to be rated on a ten-point scale. Kilpatrick identified three domains of values: Intrinsic, including Achievement, Affiliation and Influence e.g., "To me, a very important part of work is the opportunity to make friends"; Extrinsic, including Economic and Non-economic values e.g., "To me, work is nothing more than a way of making a living"; and General Work Values e.g., "A person has a right to expect his work to be fun".

An Occupational Value Scale (1966) was devised by Thompson. It consists of ten items such as, "A job where you could become leader" and "A job where you could work on your own". Each item represents a job characteristic or occupational value to be rated by the respondent in order of importance.

The Hall Occupational Orientation Inventory (1968) is a 345-item self-descriptive inventory based on: (a) Maslow's personality-need theory as adapted by Roe to a theory of occupational choice; (b) worker trait theory; and (c) job-content characteristics. Responses to items are scored on a five-point Likert-type scale. The inventory consists of 23 categories: thirteen measure need categories e.g. Self-actualization; eight, worker trait - job characteristics e.g., Co-worker Concern; and two are validity scales. This Inventory was used by Pentecoste (1975) in his study of ninth-grade inner-city students' perceptions of the world of work.

The Work Values Inventory (1968) developed by Super consists of 45 items representing fifteen intellectual and social values used in determining an individual's vocational satisfaction and success. For example, an item measuring Way of Life is "can be the kind of person you would like to be" and one measuring Security, "are sure of another job in the company if your present job ends". Responses to items are scored on a five-point Likert-type scale.

The Ohic Work Values Inventory was constructed by Hales and Fenner in 1972. It consists of 70 items, rated on a five-point system. Ten work values are each calculated by the summation of seven of the seventy items from the inventory. For example, one indication of the value of Control (being in charge of others) is the item "How much would you like to have a job where others do the work you say?" and an item measuring Object Orientation (handling or making physical things) is "How much would you like to have a job where you make or build things?"

Perrone's Occupational Values Inventory (1973) was devised while undertaking a longitudinal study of occupational values of adolescents. The eight items or value phrases originally taken from Rosenberg were grouped into three value categories which paralleled the three need-levels hypothesized by Abraham Maslow: Security e.g., "Provide a chance to earn a good deal of money"; Affiliation e.g., "Permit one to have enough time for family"; and Independence e.g., "Leave one relatively free from supervision".

Burton (1975) developed a survey to record students' perceptions of their job values and aspirations. Fourteen job values were listed on the questionnaire: seven were intrinsic values e.g., "Opportunity for self-development"; and seven, extrinsic e.g., "Working Conditions". Respondents were asked to rate the relative importance of each job value on a Likert scale ranging from one to seven.

Schab (1976) devised a 34-item Work Ethic Survey to measure students' work perceptions in six different areas: Independence e.g., "I would prefer to work for myself"; Working Conditions e.g., "Would you work on an assembly line?"; Salary e.g., "The pay is more important than the job"; Sex Discrimination e.g., "Would you work under a woman boss?"; Success e.g. "Job success depends on who you know"; and General Work Philosophy e.g., "All should start at the bottom and work up".

The Jackson Vocational Interest Survey (1977) measures preferences for work roles (i.e. occupationally-relevant activities) and work styles (i.e. situations requiring a certain mode of behavior and interest in working in such an environment). These latter eight "work styles", each measured by responses to seventeen items from the survey, are comparable to work values. They are further classified as: Interpersonal and Job-Related e.g., "Discussing subjects which require concentrated thought"; Academic e.g., "Participating in thoughtful discussions with experts"; and work styles related to Job Activities e.g., "Developing new work techniques on my own".

C. Work Attitudes and Group Differences

This section reviews previous research studies that have found work attitudes to differ significantly for different groups. Discussed in alphabetical order, these groupings are: age, cultural background, grade level, occupational orientation, sex, social class and urban-rural differences.

Age. Glogowski and Lanning (1976) administered Eyde's Work Value Scale to 153 community college students. They compared work values for two age categories: Young, 21 years of age and younger; and Mature, 27 years of age and older. There were significant differences for five work values: Economic, Interesting Activity and Mastery-Achievement were rated higher by the Mature group; Social and Independence were rated higher by the Young group.

Cultural Background. Friesen (1972) compared the value orientations of three groups of adolescents from different sub-cultural backgrounds. The High School Values Inventory, which is an inventory purporting to assess many values including some work values, was administered to a total of 1007 students in two Canadian cities. Significant differences were found for sub-groups with respect to: the students' perceptions of security of a steady job as the most important criteria for job selection; having already chosen a profession; and perceptions of the importance of a future education.

Schab (1974) surveyed the work attitudes of 709 students in vocational-technical schools in Georgia by administering his own four-part questionnaire which covered the following areas: Freedom or Independence; Future Working Conditions; Sex Differences, Training and Job Success; and Pay Considerations. He found that Negro students tended to rate Pay as more important than the job itself whereas Caucasian students tended to be more choosy about Working Conditions. In a further study of 294 Negro and Caucasian vocational high school male students, Schab (1976) found that Negro students tended to give a higher rating than the Caucasians to: Independence, Being Resigned to Accepting Less Desirable Jobs, and Tolerating Job Boredom.

Burton (1975) administered a survey to measure fourteen job values, both extrinsic and intrinsic, to a group of Nonwhite and White graduating students at North Texas State University. He found that the Nonwhite graduates demonstrated a job value structure significantly more extrinsic in nature than that of the Whites. More specifically, the extrinsic job values for which Nonwhites recorded a greater preference were: Job Security, Fringe Benefits, Working Conditions, and Job Title. Nonwhite responses were significantly lower for five intrinsic job values (i.e. Opportunity for Advancement, Challenge and Responsibility, Type of Work, Working with People, and

Training) and for three extrinsic values (i.e. Salary, Company Reputation and Location of Work).

Grade Level. Dipboye and Anderson (1959) had 1181 ninth and twelfth grade students in Central New York rank nine occupational values. Two of the nine values indicated a significant difference for the two grade levels: Interesting Work and Advancement were given greater importance by the twelfth graders.

Hales and Fenner (1972) administered their Ohio Work Values Inventory to 116 fifth, eighth and eleventh grade Ohio students. The results showed that the development of work values is underway for most fifth graders and that eighth graders displayed value profiles similar to the younger group. On the other hand, eleventh grade responses indicated differences from the others on two of the ten scale variables: Altruistic Jobs and Work that Permits Self-Realization were given higher ratings by the older group.

In a six-year longitudinal study, Perrone (1973) traced the occupational values of 170 Wisconsin adolescents as they progressed from Grade seven through to Grade twelve. He found that males and females held different values in importance at different grade levels. Males in the seventh and eighth grades were most concerned with Job Security and least concerned with Independence. By the ninth and tenth grades, males were less concerned with Job Security and placed a greater value on using their unique capabilities in their future work. Eleventh grade males valued Good Income most highly. On the other hand, seventh and eighth grade females held two different values in importance: the more intelligent were most concerned with Independence and the less intelligent with Job Security. In the ninth and tenth grades, females were more concerned that Work offer some Fulfillment. By the eleventh grade, they valued Helping Others, Working with People, and Having Time for One's Family.

Occupational Orientation. Thompson (1966) administered his ten-statement scale representing ten occupational values to 1790 high school students in California. The importance that students placed on the values of Leadership and Security was reflected by the occupation the student thought he might pursue: those choosing a high-status vocation rated Leadership more highly and rated Security less highly than those choosing a low white- or blue-collar vocation.

Smithers (1969) administered Rosenberg's scale to 88 second-year engineering students. The importance attached to people-oriented values was much less than the desire for Good Money, Security, and Opportunities for Self-Expression. Anticipated future employment of the 88 students seemed to be related to people orientation. Those who could be described as people-oriented tended toward the management side of industry, while the non-people-oriented students tended towards design, construction and production works.

Smithers (1975) again administered Rosenberg's Occupational Values Scale to a group of 713 university students at two time intervals: university entrance and two years later. Although the initial survey indicated that work values were a function of sex, the two-year follow-up showed that values were linked primarily to field of study; namely, Arts and Social Science, Health Science or Applied Science. Individuals who made similar career choices tended to have similar value patterns. For example, Applied Scientists attached significantly less importance to both Working with People and Being Helpful to Others than did students in other fields. Health Scientists tended to place low importance on Creativity and Adventure.

Glogowski and Lanning (1976) in their afore-mentioned study of 153 community college students found a statistically significant difference for individuals in different curricula with respect to the following four work values: Economic (rated lowest by Education students and higher by Medicine and Business); Independence (rated much higher for Business students); Mastery-Achievement (highest for Registered Nursing, lowest for Business); and Social (much less for Business).

Sex. From past studies, occupational attitudes of males and females have been found to differ. In general, studies have shown males to be more concerned with such values as

Salary, Independence, Leadership and Advancement. Females have seemed to favor such values as Helping Others, Working with People, Expressing Ideas, and Creativity.

Although Dipboye and Anderson's 1959 study indicated a general overall similarity in the patterns of mean rankings for the sexes, they observed that different sexes tended to give higher rankings to certain values. Boys rated Salary, Advancement and Independence much higher, and girls rated Prestige, Interesting Work, Working Conditions, and Relations with Others higher.

In his 1966 study, Thompson found sex differences on six out of ten occupational values. Females placed significantly less importance on: Becoming a Leader, Becoming a Boss, High Pay and Recognition. Males placed significantly less importance than females on: Expressing One's Own Ideas and Helping Other People.

Hales and Fenner (1973) administered their Ohio Work Values Inventory to 84 sixth grade students from a junior high school in Ohio. Significant differences between sexes were found on three of eleven scales. Boys scored significantly higher than girls for Object Orientation and Solitude, while girls were higher for Altruism.

Perrone (1973) administered his eight-item instrument to 170 students as they progressed from Grade seven through to Grade twelve. He found that males and females exhibited different value ratings at different grade levels. At the seventh and eighth grade level, males were most concerned with Job Security and least concerned with Independence. The concern for Job Security was echoed by the less intelligent seventh and eighth grade females whereas Independence was rated most important by more intelligent females. Ninth and tenth grade males placed a greater value on Using Unique Capabilities in Future Work while females at this grade level were concerned that work Offer Some Fulfillment. By the eleventh grade, males valued a Good Income more than females, whereas females rated Helping Others, Working with People, and Having Time for One's Family higher than did the males. Also at this level, females were more likely than males to indicate the job of their choice would not require a college education: as high school seniors, males were for the first time indicating higher occupational aspirations than females.

In his 1974 study of 709 vocational-technical students, Schab found several sex differences. Regarding Independence, males appeared to value personal freedom more than females and a higher proportion of males indicated possible indifference to the Rewarding Qualities of Work In Itself. Regarding Future Working Conditions, males showed a greater preference for a Shorter Work Week and indicated a greater willingness to Join a Union When Necessary. Females were less interested in Working under the Supervision of a Relative. The third section of the instrument was concerned with Sex Differences and Job Success. Here, males tended to agree on four points whereas females were not convinced.

These points of male agreement were: that Marriage should be the Main Goal of Women; that Who You Know Influences Success; that Everyone Needs to Work; and that Individuals Want More Successful Careers than Their Fathers Had. In the fourth and final section of the instrument regarding Pay Considerations, females were more markedly opposed to Pay Differentials Favoring Men than were the male students.

Smithers (1975) administered Rosenberg's scale to university entrants at the University of Bradford and found that valuation of extrinsic rewards was mainly a function of sex. The males in the sample were significantly more concerned with extrinsic rewards such as Security, Good Money and Status and were also more interested in Exercising Leadership and Being Free from Supervision. Females were significantly more concerned with Working with People and Being Helpful to them.

Burton (1975) surveyed the extrinsic and intrinsic job values of graduating seniors at North Texas State University. He found that females exhibited a job value structure slightly more intrinsic in nature than that of the males. For both sexes, the preferred job characteristics were intrinsic in nature: for females, the most important characteristic was Challenge and Responsibility; for males, Opportunity for Advancement. Intrinsic Values highly rated were: for females, Challenge, Opportunity for Self-Development, Working with People, and Type of Work; males preferred Opportunity for Advancement, Freedom on the

Job, and Training. With regard to Extrinsic Values, females rated Salary, Location of Work, Working Conditions, and Job Security whale males indicated Fringe Benefits, Company Reputation, and Job Title.

In discussing the emerging attitudes toward work by males and females today, Daniel Yankelovich (1978) predicts that, in the pursuit of self-fulfillment, leisure is becoming more important for males while the symbolic significance of a paid job is becoming intensified for females: that is, the paid job is a symbol of self-worth and a means of achieving their autonomy and independence.

Social Class. Thompson (1966), in his study of California high school students, found that students whose fathers had a high-prestige vocation rather than manual or skilled trades tended to place more importance on Leadership while students whose fathers were in the low-prestige occupations tended to place more importance on Job Security and High Salary.

Pentecoste (1975) administered the 23-scale Hall Occupational Orientation Inventory tc compare family occupational level and work perceptions of 180 ninth grade inner-city students in Chicago. Using Hollingshead's Index of Social Position, High, Medium and Low levels of occupation were established. Students in the High category rated three work values significantly higher than the other two groups: these were Creativity-Independence, Belongingness and Security. The High group also rated Self-Actualization higher than the Low-occupational-level group. The Medium group rated the following five values significantly higher than the Low group: Creativity-Independence, Personal Satisfaction, Co-worker Concern, Aspiration and Security. The Low group rated seven values significantly higher than either the Medium or High group: Location concern, Aptitude concern, Environmental concern, Risk, Object Orientation, Monetary concern and Physical Abilities concern.

Urban-Rural. Thompson (1966) found that urban dwellers gave more importance to What Others Would Think About You Because of Your Occupation than rural dwellers. Students from rural areas tended to be more interested in a vocation in which one would Gain Power Through Being the Boss. Rural students also placed higher importance on Security than urban students did.

Nelson and Scanlan (1977) compared 316 urban and rural Illinois high school students' perceptions of 21 occupational survival skills, such as "Get along with a variety of people" and "Use initiative and imagination". Each skill was measured by the rating of its importance on a five-point scale. Ratings of three skills were not congruent for the two student groups. Urban students rated "Work As a Team Member" and "Manage Time and Materials Efficiently" more highly than rural students. On the other hand, the latter group rated "Dependable" more highly.

D. Emerging Work Attitudes in the Seventies

In Work In America, Daniel Yankelovich's attitude studies of college students conducted between 1968 and 1971 are described and interpreted. According to the authors, the findings indicate a shift away from a willingness to take on meaningless work in authoritarian settings that offers only extrinsic rewards. Yankelovich found that attitudes towards authority are changing rapidly. In 1968, 56% of the college students indicated they did not mind the future prospect of being "bossed around" on the job; by 1971, only 36% saw themselves willingly submitting to such authority. Regarding expectations of intrinsic rewards, Yankelovich also found that students ranked the opportunity to "make a contribution", "job challenge", and the chance to find "self-expression" as their most important work values. Also, a 1960 survey of high school students readministered to students in 1970 indicated a marked shift: in 1960, students valued Job Security and Opportunity for Promotion most highly whereas in 1970, high school students were valuing "Freedom to Make my own Decisions" and "Work that Seems Important to Me". (p. 45) The authors feel it may be useful to analyze the views of youth not in terms of their parents' values, but in terms of the beliefs of their grandparents.

> "Today's youth believe in independence, freedom, and risk - in short, they may have the entrepreneurial spirit of early capitalism. Certainly they are more attracted to small and growing companies, to small businesses and to handicrafts, than to the bureaucracy, be it privately or publicly owned." (p. 48)

Borow (1973) argues that adolescents and young adults are now expecting and demanding more, not less, from the work experience; that they see worth or worthlessness in work in proportion to its capacity to allow them to organize their life in a meaningful way. It is not the abstract idea of work that students are rejecting, but occupations which are perceived by them to be meaningless and stultifying to the human spirit. According to Borow, the challenge for educators is how to discover a way to provide work to encourage potential and self-realization.

Klingelhofer (1973) describes an evolving situation in which a small percentage of young people are searching for nontraditional work as opposed to a job. He draws a distinction between "good work" and a "good job". The good job involves salary, security and prestige; good work is work that grows out of a sense of oneself. "Non-Establishment work seekers" are attempting to avoid the following situations: a life that is compartmentalized and processed according to someone else's schedule; a dichotomy between work and play; a sense of duty that dictates activities; and a loss of individuality of self. However, Klingelhofer concludes that the majority of young people are still looking for the "good job" rather than "good work".

Gottlieb (1974) reports on a survey of university graduates in 1972 in which the major concerns of employment do not seem to be with salary, security or prestige but rather with finding work settings which will allow the individual to do relevant things, facilitate self-growth and development, enhance the use of unique skills and ideas, encourage creativity and learning, and, "of primary importance to many, work settings which will enable the individual to help others and to contribute to the quality of the society." (p. 541) He found that graduates made little committment to the belief that hard work alone makes one a better person and that they were seeking to make an intrinsic connection between work and other important parts of their lives.

Gottlieb concluded that this college survey was an indication that a new work ethic is emerging, an ethic that "reflects the expectation that work is more than a means to an end, more than a means of earning a livelihood". (p. 542) According to his description of the emerging ethic, work should be: nonexploitive; relevant and useful; provide the individual with opportunities to interact with others; and allow the individual some opportunity to influence the policies, goals and procedures of the work setting.

Appley and Winder (1977) present an alternative value system which they call "collaboration" as a basis upon which to view the environment. They state that any new value system must enhance man's capability to cope with increased levels of complexity, interdependence and uncertainty. Exploring new attitudes toward work, they present the view that work must now be perceived by the individual as meaningful to him/her self. This would require their being able to experience "psychic intimacy" in the work setting which, in turn, requires the caring and commitment defined as part of the value base in a collaborative system.

> "Helping people learn to invest themselves in an ongoing way on the job requires a participative mode that we have little experience with. It means investing in the people we work with, as much as the product produced. It means knowing we are having an impact on our environment, that our being there makes a difference. It means a new way of working together in which we confirm each other day by day as we move from making a living to making a life." (p. 288)

Finch (1977) discusses the necessity of collaborative leadership in work settings. He argues that, to increase human growth, satisfaction and productivity in work settings, one key organizational process that must be altered is the leadership process. Traditional authority-based leadership will have to be replaced not only for the effective functioning of organizations but also for the mental and physical well being of the workers involved. The collaborative leadership role is based on the necessity of: continuing growth and development; involvement in problem solving and decision making; a job, task or activity that is interesting, challenging and exciting; and competence or expertise and its sharing in a problem-solving context as the power base to facilitate healthy growth.

Schindler-Rainman (1978) reviews some emerging attitudes based on observations of the world of work. Regarding commitment, she feels society is placing value on temporary rather than permanent commitment; on mobility rather than established roots. With respect to money and materialism, there are new values emerging that aren't very clear. On the one hand, there are people who value money as a sign of success; on the other, there are the antimaterialistic who oppose what their families thought was success. According to job satisfaction studies, money is ranked less important than good human relationships, the opportunity for growth, and being in an ecologically comfortable and safe atmosphere. Concerning emerging occupations, Schindler-Rainman states that, in moving from an industrial society to a post-industrial one, it is estimated that by 1985 at least 76 percent of all working people will be in a job where they will be providing service to other human beings.

Yankelovich (1978) identifies a New Breed of workers, born out of the social movements of the 1960's and grown into a majority in the 1970's. They hold "a set of values and beliefs so markedly different from the traditional outlook that they promise to transform the character of work in America in the 80's". (p. 46) He discusses three of the New Breed work-related values. First, is the increasing importance of leisure. When work and leisure are compared as sources of satisfaction in surveys, it is observed that work and family have grown less important and leisure more important. Secondly, the symbolic significance of the paid job has greatly intensified, especially for New Breed women. The third New Breed value is the insistence that jobs become less depersonalized. This refusal to subordinate their personalities to the work role is seen by Yankelovich as the essence of the New Breed's quest for self-fulfillment. In his surveys, the demands that one's individuality be recognized and also the "opportunity to be with pleasant people with whom I like to work" come ahead of the desire that the work itself be interesting and nonroutine.

Renwick and Lawler (1978) reported on the results of a 77-item questionnaire published in the September, 1977 issue of Psychology Today that asked "How Do You Like Your Job?" to which 23,008 readers responded. Basically, the respondents wanted more psychological satisfactions. When asked to rate the things they felt were most important in work, priority was given to the possibilities for self-growth, including opportunities to develop skills and abilities, to learn new things, and to accomplish something that would make them feel good about themselves. Respondents wanted more control over decisions in the workplace, especially those that affected their own jobs. They also wanted more say on corporate policy in general and on the division of work in their organization. People reported wanting more freedom to set the pace of their own work, to control their own hours and schedules.

Renwick and Lawler acknowledge that this emphasis on personal growth has been shown in previous studies. However, what is noteworthy about these particular respondents is their potential for mobility, with only loose loyalties to a certain corporation or occupation. Two-thirds of those who answered the questionnaire reported there was some likelihood they would change occupations within the next five years. The researchers describe the respondents' approach to work as "self-oriented":

> they "seem to believe again in the value of hard work and in developing themselves at the workplace. On the other hand, they are not likely to be easy to satisfy or retain as employees. They are likely to demand a great deal, and, if they don't receive it, will look elsewhere." (p. 65)

They conclude that results of their survey seem to indicate a healthy new commitment to the importance of work, though not a traditional one. There is not the strong commitment to working for a particular organization if bettering oneself can be done by changing jobs.

IV. Development of the First Test

Early in the study it was decided to develop a large pool of items that could be used to elicit the attitudes of high school and junior high school students. The familiar Likert format was chosen for the items. Three hundred statements were created using ideas from the work values inventories reviewed above, from the emerging work values in the seventies, from the five dimensions suggested by the Steering Committee, and from materials and ideas gained in discussion with the committee. After editing and selecting, 250 items were placed randomly into two forms of 125 items each. These forms were then presented to a small group of fifth grade children who indicated words and phrases which could lead to problems in understanding. The items were revised and presented to the first test sample.

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V. The First Test Sample

The two forms were presented to 720 students in Medicine Hat, Lethbridge, Lacombe and Ponoka. The breakdown in the sample between junior and senior high school students, and among the four centres is given for each form, together with the items and the proportion of children responding to the various alternatives in Tables 2 and 3.

ALL SCHOOLS   Table 2   Form A Results

Attitudes Toward Work

Demographic Data

CITY:		
NO RESPONSE	0	(0%)
MEDICINE HAT	60	(16%)
LETHBRIDGE	85	(23%)
LACOMBE	115	(32%)
PONOKA	105	(29%)

SCHOOL TYPE:		
NO RESPONSE	0	(0%)
JUNIOR HIGH SCHOOL	184	(50%)
SENIOR HIGH SCHOOL	181	(50%)

SEX:		
NO RESPONSE	0	(0%)
FEMALE	214	(59%)
MALE	151	(41%)

SCHOOL:		
CRESCENT HEIGHTS HIGH SCHOOL, MEDICINE HAT	32	(9%)
WINSTON CHURCHILL HIGH SCHOOL, LETHBRIDGE	28	(8%)
WILSON JUNIOR HIGH SCHOOL, LETHBRIDGE	11	(3%)
LETHBRIDGE COLLEGIATE INSTITUTE, LETHBRIDGE	33	(9%)
HAMILTON JUNIOR HIGH SCHOOL, LETHBRIDGE	13	(4%)
ALEXANDRA JUNIOR HIGH SCHOOL, MEDICINE HAT	28	(8%)
LACOMBE COMPOSITE HIGH SCHOOL, LACOMBE	44	(12%)
LACOMBE JUNIOR HIGH SCHOOL, LACOMBE	71	(19%)
PONOKA HIGH SCHOOL, PONOKA	44	(12%)
PONOKA JUNIOR HIGH SCHOOL, PONOKA	61	(17%)
ALL JUNIOR HIGH SCHOOLS	184	(50%)
ALL SENIOR HIGH SCHOOLS	181	(50%)
ALL SCHOOLS	365	(100%)

PROGRAM:		
NO RESPONSE	13	(4%)
TECHNICAL & TRADES	55	(15%)
ACADEMIC	132	(36%)
BUSINESS	46	(13%)
GENERAL	43	(12%)
UNDECIDED	66	(18%)
NO MAIN EMPHASIS	10	(3%)

EDUCATIONAL REQUIREMENTS OF PREFERRED JOB:		
NO RESPONSE	40	(11%)
NO FORMAL EDUCATION	26	(7%)
HIGH SCHOOL DIPLOMA	67	(18%)
POST-SECONDARY TECHNICAL TRAINING	132	(36%)
UNDERGRADUATE UNIVERSITY DEGREE	73	(20%)
GRADUATE UNIVERSITY DEGREE	27	(7%)

Attitudes Toward Work - Form A

Strongly Disagree: SD   Disagree: D   Undecided: U
Agree: A   Strongly Agree: SA   No Response: NR

SD D U A SA

		SD	D	U	A	SA	NR
1.	A good job is one with high pay.	7	35	13	35	10	0
2.	A good job is one where you can help people.	2	5	12	55	25	0
3.	A good job is one where you have to think a lot.	5	29	24	33	10	0
4.	A good job is one that is still there when other people are being laid-off.	9	17	23	36	15	1
5.	A good job is one that allows for quick promotion.	6	36	29	22	7	0
6.	A good job is one where you reach the top of the income scale quickly.	7	37	29	21	6	1
7.	Amount of income should be related to the amount of risk that is involved.	6	19	26	32	16	0
8.	I would rather have a job that wouldn't involve lay-off, than have a higher paying job where I could be laid-off.	4	9	17	50	20	0
9.	It is better to have a job that allows you to have holidays and regular hours than to have a job in which you are your own boss.	9	25	22	30	14	0
10.	Employers are always trying to push their employees to work harder.	5	19	30	38	6	0
11.	Most employers think that one of the most important qualities an employee can have is creativity.	3	19	37	35	5	0

Strongly Disagree: SD   Disagree: D   Undecided: U
Agree: A   Strongly Agree: SA   No Response: NR

Agree: A   Strongly Agree: SA

		SD	D	U	A	SA	NR
12.	Most employers think that one of the most important qualities an employee can have is good manners.	1	9	15	50	24	0
13.	Most employers think that profits are more important than staff benefits.	5	20	40	29	7	1
14.	It is easy for an employer to fire someone who doesn't measure up to the job.	5	21	17	42	14	1
15.	Most employers are flexible about the way in which their employees dress, provided that the employees get the job done.	5	22	19	46	7	1
16.	Unemployment insurance is a form of welfare.	6	16	20	46	12	1
17.	People should only have to work for twenty-five years.	32	41	19	4	4	1
18.	Earning a living should be fun.	4	9	16	40	30	1
19.	The Government should create jobs for those who are unemployed.	2	7	17	46	28	1
20.	A person's major responsibility is to support his or her family.	2	6	7	44	41	0
21.	To get a good job, you have to be prepared to move away from your home community.	9	34	14	34	10	0
22.	I am prepared to wait for a good job to come along rather than leaping at the first opportunity.	10	29	27	23	10	0

Strongly Disagree: SD Disagree: D Undecided: U
Agree: A Strongly Agree: SA No Response: NP

		SD	D	U	A	SA	NR
23.	I will likely be satisfied with the first job that I get after I have finished my education.	21	39	20	16	4	0
24.	My speaking skills are good enough for me to be successful in the job that I choose.	4	13	21	51	11	0
25.	I think that I will be able to meet the requirements of the job that I choose.	0	2	8	69	19	1
26.	Most employers want someone who can work without a lot of supervision.	1	2	4	56	38	0
27.	A person should feel a little ashamed for doing a sloppy job.	3	2	5	50	39	0
28.	The more work experience you have, the higher your salary should be.	3	17	21	35	24	0
29.	I would like a job where the tasks are changed every few weeks.	4	13	28	39	17	0
30.	Most employers would prefer to have you working on the same thing every day than have you shifting from one task to another.	3	13	41	35	7	1
31.	People should work hard to please their employers.	1	7	12	54	27	1
32.	One of the most important things about a job is to know that you are doing the best you can.	1	0	1	36	61	0
33.	One of the most important things about a job is to be able to keep it as long as you want it.	1	8	13	46	31	0

Strongly Disagree: SD Disagree: D Undecided: U
Agree: A Strongly Agree: SA No Response: NR

	SD	D	U	A	SA	NR
34. I would like a job where everybody works hard.	1	4	18	56	21	0
35. I would not like to work for a company whose business practices conflict with my standards of right and wrong.	1	2	22	43	32	0
36. Opportunity for growth is more important than making friends on a job.	22	38	26	10	5	0
37. To be a success you must have a job with a high salary.	23	50	12	12	4	0
38. Sometimes a person will have to make sacrifices in order to get ahead in a job.	2	5	11	68	15	0
39. Sometimes you have to choose between having friends, and getting ahead on the job.	5	16	19	50	10	0
40. I would like a job where I am in charge of several other workers.	5	23	41	24	7	0
41. Schools are pretty good at teaching you about how to look for a job.	21	29	19	24	5	0
42. In most occupations, it is difficult to get to know the boss very well.	4	35	31	25	5	0
43. I like to work under pressure and to meet deadlines.	17	36	26	17	4	1
44. Nowadays there is not enough work to go around for everyone, so I'll not worry too much about getting a job.	51	38	6	3	1	0

Strongly Disagree: SD Disagree: D Undecided: U
Agree: A Strongly Agree: SA No Response: NR

		SD	D	U	A	SA	NR
45.	I am looking forward to supporting myself by getting a job.	1	4	5	54	36	0
46.	I see that a first job is really a stepping stone for a career.	0	5	9	58	27	0
47.	I would like the kind of job where people in the community look up to me.	1	8	31	46	14	0
48.	If my job got boring, I would quit.	11	32	37	16	5	0
49.	It is more important for boys to find jobs with a future than it is for girls.	33	24	9	18	10	0
50.	The kind of job that I would like to have is one where you can either stand on your own feet or fall on your own face.	7	17	35	32	6	1
51.	There are not many differences being made anymore between male jobs and female jobs.	4	19	15	49	12	0
52.	I would rather work for a small company than a large company.	3	21	42	26	6	0
53.	I would rather be on a job from beginning to end than to be in on a part of several different jobs.	2	6	26	51	15	0
54.	A good job is one where you can be your own boss.	4	30	35	24	7	1
55.	A good job is one where you operate machinery.	12	37	32	15	5	0
56.	A good job is one where you work indoors.	15	43	29	11	2	0

Strongly Disagree: SD Disagree: D Undecided: U
Agree: A Strongly Agree: SA No Response: NR

	SD	D	U	A	SA	NR
57. A good job is one that doesn't have any shift work.	4	31	31	25	9	0
58. A good job is one where it is difficult to be fired.	5	32	27	28	8	0
59. Generally speaking, boys and girls have the same opportunities in finding the kinds of jobs that satisfy them.	6	18	10	52	14	1
60. A good job is one that has some excitement associated with it.	0	2	8	62	26	1
61. It is better to be your own boss than to work for someone else at higher pay.	7	36	41	12	4	0
62. Most employers are prepared to give a fair wage for an honest day's work.	1	6	9	72	12	0
63. Most employers think that one of the most important qualities an employee can have is honesty.	1	3	6	44	46	1
64. Most employers think that one of the most important qualities an employee can have is obedience.	1	4	22	53	19	1
65. Most employers think that one of the most important qualities an employee can have is friendship for their employers.	1	10	22	52	16	1
66. Employers are looking for people who will stay on the job for several years.	1	8	27	50	14	0
67. Most employers are prepared to reward good effort.	1	7	18	58	16	1

Strongly Disagree: SD Disagree: D Undecided: U
Agree: A Strongly Agree: SA No Response: NR

		SD	D	U	A	SA	NR
68.	Most employers trust their employees.	2	10	25	58	6	0
69.	To have a job is the right of every Canadian.	1	7	13	50	26	0
70.	People who don't work are generally lazy.	16	35	19	17	11	1
71.	For most people, earning a living is an enjoyable experience.	2	11	21	52	13	1
72.	All people should work.	6	17	23	34	20	1
73.	Usually the person with the best qualifications gets the job.	1	8	8	54	28	0
74.	When I finish my education, I'll be able to get the kind of job that I want.	1	13	33	39	13	1
75.	Within the next few years, in order to get a job you are going to need some skills that are in demand.	1	2	8	59	28	1
76.	My school has done a good job in preparing me for further education.	7	16	26	41	6	1
77.	My mathematical skills are good enough for me to be successful in the job that I choose.	5	13	17	48	16	0
78.	Wasting time on a job wouldn't bother me very much.	28	43	16	10	2	0
79.	Most jobs are pretty dull.	24	44	22	7	2	0

Strongly Disagree: SD   Disagree: D   Undecided: U
Agree: A   Strongly Agree: SA   No Response: NR

		SD	D	U	A	SA	NR
80.	For a good job, your income does not change very much, but you can always depend on it.	1	11	34	47	6	1
81.	The greater the amount of risk involved in a job, the higher the salary should be.	2	14	16	47	19	1
82.	I would not like to work at a job where the procedures are often changed.	2	27	31	33	6	1
83.	Most employers don't want employees who have minds of their own.	7	31	25	29	5	1
84.	One of the most important things about a job is to have the respect of the other people who work at the same place.	1	1	4	61	31	1
85.	One of the most important things about a job is to have a pleasant place to work.	1	8	11	59	21	1
86.	I would like a job that is easy to do.	7	41	34	13	4	1
87.	I would like a job where the requirements are clearly understood.	1	2	7	62	27	1
88.	What you do for a living does not determine your worth as a person.	3	9	13	47	27	1
89.	I will work at a job as long as I find it interesting.	2	15	23	44	15	1
90.	More than ever before, there is a greater variety of job opportunities.	9	20	23	38	9	1
91.	I would like a job where I can see the results of what I do.	1	2	8	61	27	1

*Strongly Disagree: SD Disagree: D Undecided: U
Agree: A Strongly Agree: SA No Response: NR

		SD	D	U	A	SA	NR
92.	Most jobs are competitive, so you have to do a better job than the next person.	4	21	26	41	8	1
93.	My attitudes towards work are much like those of my friends.	9	23	34	29	4	0
94.	I would like a job where I don't have to make too many decisions.	8	40	28	21	3	0
95.	Above all, I would like to get a job in a good climate.	4	16	28	42	8	1
96.	If you have a family, then it is your duty to them to get the best job possible.	2	18	16	45	18	1
97.	I would rather have a boss who is not nice but who knows what he or she wants than a boss who is nice but doesn't give enough direction.	3	7	26	47	17	1
98.	The attitudes learned in school are the attitudes that are needed in adult life.	6	16	27	36	13	2
99.	There shouldn't be any differences in job opportunities for girls and for boys.	4	13	14	38	30	1
100.	I would rather work in pleasant surroundings for less money than work in uncomfortable surroundings for more money.	5	10	32	37	15	1
101.	It is unlikely that you can get a decent job if you don't join a union or association.	14	36	37	9	2	1
102.	What you are in this life is determined to a large extent by what you do outside of the job.	1	5	29	50	13	1

Strongly Disagree: SD Disagree: D Undecided: U
Agree: A Strongly Agree: SA No Response: NR

	SD	D	U	A	SA	NR
103. Generally speaking, the kinds of things that influence decisions about jobs are about the same for boys and girls.	3	21	30	39	5	2
104. I want to have some say about what happens to me in my job.	0	1	10	70	15	1
105. To find a good job, Grade 12 is all the education that is needed.	23	44	16	12	3	1
106. When I work, I don't like to be pushed too hard.	2	19	24	47	7	1
107. A good job is one where you work by yourself.	5	39	34	18	4	1
108. A good job is one that allows you to learn while on the job.	1	3	6	58	31	1
109. It is better to have a job that encourages you to learn a lot than to have a job where there is not much to learn.	1	5	8	56	28	2
110. Most employers think that one of the most important qualities an employee can have is initiative.	1	5	32	47	12	2
111. Most employers think that their employees should take an interest in the company.	0	5	14	68	12	2
112. For most employers, safety is more important than profit.	3	14	35	37	9	2
113. After you have worked for several months, you have every right to quit your job and go on unemployment insurance.	38	35	15	8	2	2

Strongly Disagree: SD Disagree: D Undecided: U
Agree: A Strongly Agree: SA No Response: NR

		SD	D	U	A	SA	NR
114.	I am prepared to work hard for good wages.	1	1	5	53	38	2
115.	When I am ready to go to work, I'll probably have to take what is available rather than what I really want.	5	14	24	48	6	2
116.	I feel confident that I will be able to handle the next step in my training.	1	3	16	63	15	2
117.	Employers are looking for employees who can get along with people.	0	3	10	62	22	2
118.	Being unemployed pays off in the long run.	44	33	12	6	3	2
119.	One of the most important things in a job is to have friendly co-workers.	0	3	9	66	20	2
120.	I would like to be free to move from one company to another as my interests change.	3	19	36	36	5	2
121.	My success as an adult depends on my success on the job.	3	20	23	41	10	2
122.	I would like a 9 to 5 job which I can forget about when I go home at the end of the day.	5	21	28	30	15	2
123.	Frankly, I don't really want to work very hard.	30	45	16	5	2	2
124.	You don't have to finish high school to get a good job.	29	31	17	16	5	2
125.	If everybody believed that the Government owed them a living, then the country would fall apart.	4	3	18	35	38	2

ALL SCHOOLS Table 3 Form B Results

Attitudes Toward Work

Demographic Data

CITY:	NO RESPONSE	0	(0%)
	MEDICINE HAT	57	(16%)
	LETHBRIDGE	85	(24%)
	LACOMBE	111	(31%)
	PONOKA	102	(29%)

SCHOOL TYPE:	NO RESPONSE	0	(0%)
	JUNIOR HIGH SCHOOL	184	(52%)
	SENIOR HIGH SCHOOL	171	(48%)

SEX:	NO RESPONSE	0	(0%)
	FEMALE	187	(53%)
	MALE	168	(47%)

SCHOOL:	CRESCENT HEIGHTS HIGH SCHOOL, MEDICINE HAT	31	(9%)
	WINSTON CHURCHILL HIGH SCHOOL, LETHBRIDGE	27	(8%)
	WILSON JUNIOR HIGH SCHOOL, LETHBRIDGE	12	(3%)
	LETHBRIDGE COLLEGIATE INSTITUTE, LETHBRIDGE	32	(9%)
	HAMILTON JUNIOR HIGH SCHOOL, LETHBRIDGE	14	(4%)
	ALEXANDRA JUNIOR HIGH SCHOOL, MEDICINE HAT	26	(7%)
	LACOMBE COMPOSITE HIGH SCHOOL, LACOMBE	39	(11%)
	LACOMBE JUNIOR HIGH SCHOOL, LACOMBE	72	(20%)
	PONOKA HIGH SCHOOL, PONOKA	42	(12%)
	PONOKA JUNIOR HIGH SCHOOL, PONOKA	60	(17%)
	ALL JUNIOR HIGH SCHOOLS	184	(52%)
	ALL SENIOR HIGH SCHOOLS	171	(48%)
	ALL SCHOOLS	355	(100%)

PROGRAM:	NO RESPONSE	14	(4%)
	TECHNICAL & TRADES	64	(18%)
	ACADEMIC	105	(30%)
	BUSINESS	41	(12%)
	GENERAL	46	(13%)
	UNDECIDED	74	(21%)
	NO MAIN EMPHASIS	11	(3%)

EDUCATIONAL REQUIREMENTS OF PREFERRED JOB:

NO RESPONSE	39	(11%)
NO FORMAL EDUCATION	20	(6%)
HIGH SCHOOL DIPLOMA	67	(19%)
POST-SECONDARY TECHNICAL TRAINING	123	(35%)
UNDERGRADUATE UNIVERSITY DEGREE	81	(23%)
GRADUATE UNIVERSITY DEGREE	25	(7%)

Attitudes Toward Work - Form B

Strongly Disagree: SD Disagree: D Undecided: U
Agree: A Strongly Agree: SA No Response: NR

		SD	D	U	A	SA	NR
1.	A good job is one where you can do your own thing.	5	28	10	43	14	0
2.	A good job is one where you don't have to deal with other people.	37	47	9	6	1	0
3.	A good job is one where you work outdoors.	4	21	34	29	13	0
4.	A good job is one that has no more than 40 hours a week.	7	30	28	28	5	0
5.	A good job is one that involves travel.	4	20	23	40	12	1
6.	A good job is one where you can become well-known.	5	22	23	37	13	0
7.	Seasonal jobs like construction should have higher pay than permanent jobs like building maintenance.	10	26	28	29	6	1
8.	A good job is one in which you are in charge of a lot of people.	8	46	25	16	4	0
9.	A good job is one that you can work at for several years.	1	3	8	51	37	0
10.	Most employers keep an accurate account of the amount of time that their employees work.	0	6	12	61	20	1
11.	Most employers think that one of the most important qualities an employee can have is intelligence.	3	21	17	45	14	0

Strongly Disagree: SD Disagree: D Undecided: U
Agree: A Strongly Agree: SA No Response: NR

		SD	D	U	A	SA	NR
12.	Most employers think that one of the most important qualities an employee can have is respect for their boss.	1	7	15	58	19	0
13.	Employers would rather have a happy staff than a large staff.	1	8	21	49	21	0
14.	Most employers are eager to train people to fit the job.	3	20	25	41	10	0
15.	Most employers think that a high school graduate is well prepared to enter the world of work.	6	28	20	37	10	0
16.	To be unemployed is shameful.	19	36	21	17	6	0
17.	It is better to be unemployed than to be unhappy in your job.	10	32	25	23	10	0
18.	Earning a living can be fun.	1	2	5	51	41	0
19.	No matter what anyone does, there will always be some people who cannot get a job.	5	11	13	52	19	0
20.	In getting a job, it is more important to know somebody, than to know something.	22	41	19	12	6	0
21.	It is always possible to get a good job if you look long enough.	1	12	14	57	16	0
22.	There are jobs available for those who want them.	2	15	15	49	16	0
23.	The first job that I get will likely be interesting.	3	28	29	31	9	0

Strongly Disagree: SD Disagree: D Undecided: U
Agree: A Strongly Agree: SA No Response: NR

		SD	D	U	A	SA	NR
24.	My writing skills are good enough for me to be successful in the job that I choose.	3	15	23	51	8	0
25.	I have already decided on what I am going to do for a living.	4	17	35	30	14	0
26.	In most jobs it is more important to be able to follow instructions than to find a better way of doing something.	3	17	19	44	17	0
27.	A good job is one where the harder you work, the higher your salary becomes.	2	12	14	46	27	0
28.	The amount you produce should determine your salary.	4	18	23	42	13	0
29.	I would not like to work on an assembly line where you have to do the same thing every day.	6	12	16	28	38	0
30.	It would be more important for me to stay at one job that I knew well, rather than getting more money to shift to another job.	8	29	27	27	8	0
31.	It is important to work hard to survive in this competitive world.	1	4	10	56	29	0
32.	One of the most important things about a job is to be given recognition when you do a good job.	1	7	12	50	28	1
33.	I would like a job which is a challenge to my abilities.	0	2	12	48	38	0
34.	I would like a job where the boss lets you decide how something should be done.	4	11	28	42	15	0

Strongly Disagree: SD   Disagree: D   Undecided: U
Agree: A   Strongly Agree: SA   No Response: NR

		SD	D	U	A	SA	NR
35.	I would like a job in which you don't have to work more than 35 hours a week.	14	46	25	11	3	1
36.	In getting a job, it is more important to worry about today than to be concerned about the future.	18	33	20	22	6	1
37.	There are more important things in life than a big salary.	2	4	10	48	36	0
38.	There is very little that is taught in high school that will be of use on a job.	17	36	22	15	10	1
39.	After you begin to support a family, the job becomes more important.	2	3	5	46	45	0
40.	The sooner that I can become my own boss, the better off I'll be.	5	31	35	17	11	1
41.	In our high school we can get all of the information that we need about different kinds of jobs.	10	22	26	33	8	1
42.	Most employers don't really want to get to know their employees very well.	14	41	32	10	3	0
43.	I would rather have a job with low pay that I liked, than a job with better pay that I did not like.	4	7	23	46	19	1
44.	Most girls are only looking for temporary jobs.	18	32	28	18	4	1
45.	The person who works hard never needs to worry.	12	39	19	23	6	1

Strongly Disagree: SD Disagree: D Undecided: U
Agree: A Strongly Agree: SA No Response: NR

		SD	D	U	A	SA	NR
46.	Most employers are prepared to stand behind their employees.	1	12	32	48	6	0
47.	If I won a million dollar lottery, I would probably still work.	6	7	8	50	28	1
48.	Schools don't train you for the common kinds of jobs.	5	34	22	29	11	0
49.	The schools do an equal job in preparing boys and girls for entry into the world of work.	5	14	20	51	11	0
50.	I would like to find a job where you have to keep your mind active.	1	6	12	54	27	0
51.	I would like a job that allows you to daydream while you work.	39	45	8	5	2	0
52.	It would be nice to have a job where you felt that you were doing something important.	0	1	3	49	46	0
53.	In looking for a job, I am concerned about the future opportunities it will open up for me.	0	3	10	53	34	0
54.	I would not mind being bossed around on the job.	13	30	30	24	3	0
55.	When the work day is over, a person should forget the job.	5	27	23	29	16	0
56.	A good job is one that is interesting.	1	2	6	49	43	0
57.	A good job is one where you work in a group with others.	2	10	31	43	13	0

Strongly Disagree: SD Disagree: D Undecided: U
Agree: A Strongly Agree: SA No Response: NR

		SD	D	U	A	SA	NR
58.	A good job is one that has a lot of physical work.	4	18	37	33	7	0
59.	A good job is one that allows you to make lots of overtime pay.	2	25	34	30	5	0
60.	A good job is one where you don't have to think too much about what you are doing.	25	61	9	3	1	0
61.	A good job is one that does not involve any risk of being injured.	7	34	22	30	6,	1
62.	A good job is one that has some variation in the things to be done from one day to the next.	0	3	11	57	30	0
63.	Employers are more concerned with what you do than with how well you do it.	15	43	25	15	3	0
64.	Most employers think that one of the most important qualities an employee can have is that of being a hard worker.	0	5	8	58	27	1
65.	Most employers think that one of the most important qualities an employee can have is neatness.	2	15	29	47	7	0
66.	Most employers think that one of the most important qualities an employee can have is short hair.	29	40	19	10	2	0
67.	Employers are prepared to pay good wages in order to keep qualified staff happy.	4	27	31	33	5	0
68.	Employers seem concerned only with getting as much out of their employees for as little as possible.	7	34	34	21	4	0

Strongly Disagree: SD Disagree: D Undecided: U
Agree: A Strongly Agree: SA No Response: NR

		SD	D	U	A	SA	NR
69.	Employers are much like everyone else; some are good, some are bad.	1	0	4	61	34	0
70.	To have a job is the duty of every Canadian.	4	21	29	38	3	0
71.	Most people who are unemployed would rather be working.	3	20	21	46	11	0
72.	I am looking forward to earning my own living.	1	1	8	47	43	1
73.	When good jobs are available, people will take them.	0	9	11	59	21	1
74.	Getting a good job is usually a matter of luck - being in the right place at the right time.	12	37	19	23	8	1
75.	I would move away from my home town in order to get the job that suited me.	3	8	16	50	21	1
76.	If your first job does not meet your needs, you can always get another one.	2	8	20	59	10	1
77.	My high school has prepared me to enter the world of work.	8	20	37	27	6	2
78.	Schools should spend more time teaching vocational skills than they do now.	2	10	41	32	14	1
79.	I would like to work as part of a team.	2	8	32	43	14	1
80.	Most people know what they want to do for a living by the time they are fifteen.	16	37	22	20	4	1

Strongly Disagree: SD Disagree: D Undecided: U
Agree: A Strongly Agree: SA No Response: NR

		SD	D	U	A	SA	NR
81.	Your salary should be determined by how well you perform on the job.	1	12	13	56	15	1
82.	The more training you have, the higher your salary should be.	3	17	21	42	17	1
83.	I would rather learn one task and stick to it rather than being asked to do different tasks every few days.	11	43	21	19	5	0
84.	In holding a job it is very important to agree with your boss even though you might not feel like it.	10	34	23	27	4	1
85.	One of the most important things about a job is to be treated with respect by your employer.	0	3	11	62	23	1
86.	One of the best jobs is one with lots of vacation.	9	46	25	14	5	1
87.	I would like a job which lets me learn a lot.	0	2	6	56	35	1
88.	I would like a job where all of the workers are able to make suggestions as to how something should be done.	1	3	14	52	29	1
89.	When I go to work, I would like to have a job where I feel that I have a lot to contribute to the job.	0	2	7	56	34	1
90.	Society owes me an interesting job.	8	28	44	14	4	1
91.	It's better to hold on to a boring job than to risk changing to a new one.	21	45	22	9	2	1

Strongly Disagree: SD Disagree: D Undecided: U
Agree: A Strongly Agree: SA No Response: NR

	SD	D	U	A	SA	NR
92. Even when a job is not interesting, it is important to do your best.	0	2	7	68	22	1
93. I would not work if I didn't have to make a living.	18	50	19	9	3	1
94. To be successful, it is important to know someone in the right place.	12	32	27	22	6	2
95. I would hate to work alone.	5	23	28	29	12	3
96. I wouldn't mind working long hours if the pay is good.	0	11	19	49	19	2
97. Earning a living is more important than doing what you really want to do.	17	33	26	16	7	2
98. The most desirable job is one with high pay for little effort.	17	39	16	17	9	2
99. I would never let earning a living prevent me from enjoying life.	1	3	8	43	42	2
100. Most employers are prepared to give their employees credit for their original ideas.	1	8	30	51	8	2
101. I would really like to be in business for myself.	3	16	34	30	16	2
102. Generally speaking, schools, colleges, and trade schools overtrain people for the jobs that they will hold.	12	37	35	9	4	2
103. I want to find a job in which at the end of the day, I'll know that I have done a good day's work.	0	1	5	56	35	2

Strongly Disagree: SD Disagree: D Undecided: U
Agree: A Strongly Agree: SA No Response: NR

	SD	D	U	A	SA	NR
104. It is important to have a boss or supervisor who sees both sides of an argument.	0	2	6	56	34	3
105. I do not want to live two lives: one for my job and one for my other activities.	8	26	23	28	7	3
106. The more training I have, the better the job I can get.	1	11	17	46	22	3
107. A good job will provide me with an opportunity to develop my own special skills and abilities.	0	1	9	61	26	3
108. A good job is one that allows you to get rich fast.	12	42	23	14	6	3
109. A good job is one that is located in the community where you now live.	8	29	25	29	6	3
110. Employers are usually concerned about how their employees look.	3	14	17	51	10	4
111. Most employers think that one of the most important qualities an employee can have is promptness.	1	5	22	57	13	3
112. Most employers would rather have happy employees who are a bit inefficient than unhappy employees who are very efficient.	5	26	39	[illegible]	5	3
113. Earning a living is the most important thing in adult life.	6	25	21	29	14	3
114. You should just work enough to support yourself.	19	56	12	8	2	3

Strongly Disagree: SD Disagree: D Undecided: U
Agree: A Strongly Agree: SA No Response: NR

	SD	D	U	A	SA	NR
115. I think that I know what the requirements of most jobs are.	6	34	27	27	3	3
116. With so much unemployment, I'll be lucky to get a job when I finish school.	5	26	19	37	7	4
117. It's usually possible to get the training needed for a job.	1	3	10	70	12	4
118. A person should try to do a good job whether or not the boss is around.	0	1	3	46	46	4
119. Each worker should be able to decide how to do a job.	3	21	27	39	7	4
120. I would like a job where I have a chance to make good friends.	0	2	5	65	23	3
121. In a job, money is not as important as human relationships.	1	9	26	43	17	4
122. It's very important for me to get to the top.	9	32	27	18	10	4
123. It would be hard for me to see my fellow workers getting ahead faster than I am.	5	30	27	29	6	4
124. The hours of work, the vacations, and the ease of getting to work are all less important than the kinds of things that you do when you are at work.	2	14	35	37	5	5
125. The greatest responsibility that a person has is to earn a living.	6	22	19	33	15	4

VI. Initial Results

Although the sample used for the initial test development cannot be considered representative of the province since the two largest cities were excluded, the initial results provide an interesting description of students in two rural regions of Alberta. The overall impression that one gets from the modal responses (Tables 2 and 3) is that the students have a pretty traditional and responsible view of the world of work. They seem to appreciate the importance of hard work, they appear to have faith in the economic system's ability to provide them with meaningful employment, and they seem to have confidence in their own abilities. These are not the "do your own thing", "welfare bums", students that the popular literature would lead us to believe. Because the purpose of the sample was to assist the investigators in selecting items, particular attention was paid to the proportion of students who selected the "Undecided" option. Generally speaking the items that elicited a large proportion of undecided votes fell into two categories. The smaller category was composed of items like, "I would rather work in pleasant surroundings for less money than work in uncomfortable surroundings for more money." (33% Undecided) These items tended to be expressing more than one idea, and it seemed as if the

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students were unable to respond to the item as a unit.

The second category of item that elicited a large undecided response was the kind of item for which many students lacked the experience or knowledge necessary for making a solid response. Often these items referred to fairly specific future choices like, "A good job is one that allows you to make lots of overtime pay." (34% Undecided) In other cases they referred to the student's perceptions of employer perceptions, "Most employers would prefer to have you working on the same thing every day than to have you shifting from one task to another." (41% Undecided) The first category was of most concern, and items that fell into it were dropped or revised. The proportion of students who were undecided is shown in Tables 4 and 5 in the factor analysis section.

In developing the instrument for use in both junior and senior high school, there was need to ensure that the items be relevant to both groups, yet capable of detecting growth over the five or six years of post elementary school education. Cross tabulations and chi square analyses were run on all 250 items between response categories and school level. The results are shown in Tables 4 and 5, by indicating items where significant differences occurred. Again the items on which significance was found fell into two categories. There were items the greater knowledge and experience of the high school students allowed them to express more definite opinions , (that is the junior high group was more undecided), e.g. more high school students agreed with, "A good job is one where you work outdoors." and also with, "Most employers think that one of the most important qualities an employee can have is neatness." Other items in which differences occurred were items in which the high school group were more realistic in their appraisal. For example, although the modal response for "There are jobs available for those who want them." was "Agree", the proportion of high school students who agreed was lower than the proportion of junior high school students. Principal components analysis was carried out on the item scores from each of the two forms. In the first analysis, 30 components were extracted in each case. Although the results were interpretable, each component was defined by 3 or 4 items. In an attempt to produce larger clusters, 10 components were extracted and rotated to the varimax criterion. Loadings of .3 or greater were taken to indicate membership of an item to a component. If an item appeared to belong to more than one component, it was assigned to the component on which it loaded most highly. Several items did not load on any component. The component to which an item belongs is shown in Tables 4 and 5. The actual varimax loadings are available on request.

Table 4
Attitudes Towards Work
Form A

	% UNDECIDED	MODAL RESPONSE	SR/JR DIFFERENCE	FACTOR NUMBER
1. A good job is one with high pay.	13	D, A		4
2. A good job is one where you can help people.	12	A*		
3. A good job is one where you have to think a lot.	24	D, A		
4. A good job is one that is still there when other people are being laid-off.	23	A		
5. A good job is one that allows for quick promotion.	29	D	1	4
6. A good job is one where you reach the top of the income scale quickly.	29	D		4
7. Amount of income should be related to the amount of risk that is involved.	26	A		
8. I would rather have a job that wouldn't involve lay-off, than have a higher paying job where I could be laid-off.	17	A*	3	
9. It is better to have a job that allows you to have holidays and regular hours than to have a job in which you are your own boss.	22	A	2	7
10. Employers are always trying to push their employees to work harder.	30	A		10
11. Most employers think that one of the most important qualities an employee can have is creativity.	37	U, A		
12. Most employers think that one of the most important qualities an employee can have is good manners.	15	A*	3	8
13. Most employers think that profits are more important than staff benefits.	40	U		9
14. It is easy for an employer to fire someone who doesn't measure up to the job.	17	A		10
15. Most employers are flexible about the way in which their employees dress, provided that the employees get the job done.	19	A	4	
16. Unemployment insurance is a form of welfare.	20	A	3	
17. People should only have to work for twenty-five years.	19	D		

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*More than 50% in this category.

SR/JR DIFFERENCE:
1 More Disagreement in Jr. High than in Sr. High
2 More Agreement in Jr. High than in Sr. High
3 More Undecided in Jr. High than in Sr. High
4 More Disagreement in Sr. High than in Jr. High
5 More Agreement in Sr. High than in Jr. High

Table 4 (Cont'd)

		% UNDECIDED	MODAL RESPONSE	SR/JR DIFFERENCE	FACTOR NUMBER
18.	Earning a living should be fun.	16	A	5	
19.	The Government should create jobs for those who are unemployed.	17	A		8
20.	A person's major responsibility is to support his or her family.	7	A		3
21.	To get a good job, you have to be prepared to move away from your home community.	14	D, A		
22.	I am prepared to wait for a good job to come along rather than leaping at the first opportunity.	28	D, U	1	
23.	I will likely be satisfied with the first job that I get after I have finished my education.	20	D		8
24.	My speaking skills are good enough for me to be successful in the job that I choose.	21	A*		6
25.	I think that I will be able to meet the requirements of the job that I choose.	8	A*		6
26.	Most employers want someone who can work without a lot of supervision.	4	A*		10
27.	A person should feel a little ashamed for doing a sloppy job.	6	A*		3
28.	The more work experience you have, the higher your salary should be.	21	A	5	4
29.	I would like a job where the tasks are changed every few weeks.	28	A		7
30.	Most employers would prefer to have you working on the same thing every day than have you shifting from one task to another.	41	U		8
31.	People should work hard to please their employers.	12	A*		3
32.	One of the most important things about a job is to know that you are doing the best you can.	1	SA*		3
33.	One of the most important things about a job is to be able to keep it as long as you want it.	14	A		8
34.	I would like a job where everybody works hard.	18	A*		2
35.	I would not like to work for a company whose business practices conflict with my standards of right and wrong.	22	A	3	7
36.	Opportunity for growth is more important than making friends on a job.	26	D		9
37.	To be a success you must have a job with a high salary.	12	D*		4

Table 4 (Cont'd)

		% UNDECIDED	MODAL RESPONSE	SR/JR DIFFERENCE	FACTOR NUMBER
38.	Sometimes a person will have to make sacrifices in order to get ahead in a job.	11	A*		
39.	Sometimes you have to choose between having friends, and getting ahead on the job.	19	A*		9
40.	I would like a job where I am in charge of several other workers.	41	U		
41.	Schools are pretty good at teaching you about how to look for a job.	20	D, A	4	10
42.	In most occupations, it is difficult to get to know the boss very well.	31	D, U		8
43.	I like to work under pressure and to meet deadlines.	26	D		9
44.	Nowadays there is not enough work to go around for everyone, so I'll not worry too much about getting a job.	6	SD		2
45.	I am looking forward to supporting myself by getting a job.	8	A*	2	
46.	I see that a first job is really a stepping stone for a career.	9	A*		3
47.	I would like the kind of job where people in the community look up to me.	31	A		6
48.	If my job got boring, I would quit.	37	D, U		7
49.	It is more important for boys to find jobs with a future than it is for girls.	9	SD		
50.	The kind of job that I would like to have is one where you can either stand on your own feet or fall on your own face.	35	U, A		9
51.	There are not many differences being made anymore between male jobs and female jobs.	15	A	4	3
52.	I would rather work for a small company than a large company.	42	U	5	10
53.	I would rather be on a job from beginning to end than to be in on a part of several different jobs.	26	A*		8
54.	A good job is one where you can be your own boss.	35	D, U		6
55.	A good job is one where you operate machinery.	29	D		6
56.	A good job is one where you work outdoors.	29	D		6
57.	A good job is one that doesn't have any shift work.	31	D, U		6
58.	A good job is one where it is difficult to be fired.	27	D, U, A		6

Table 4 (Cont'd)

	% UNDECIDED	MODAL RESPONSE	SR/JR DIFFERENCE	FACTOR NUMBER
59. Generally speaking, boys and girls have the same opportunities in finding the kinds of jobs that satisfy them.	10	A*	2	3
60. A good job is one that has some excitement associated with it.	8	A*		7
61. It is better to be your own boss than to work for someone else at higher pay.	41	D, U	1	7
62. Most employers are prepared to give a fair wage for an honest day's work.	9	A*	2	3
63. Most employers think that one of the most important qualities an employee can have is honesty.	6	A, SA		3
64. Most employers think that one of the most important qualities an employee can have is obedience.	22	A*		3
65. Most employers think that one of the most important qualities an employee can have is friendship for their employers.	22	A*		3
66. Employers are looking for people who will stay on the job for several years.	27	A*		3
67. Most employers are prepared to reward good effort.	18	A*		3
68. Most employers trust their employees.	25	A*		3
69. To have a job is the right of every Canadian.	13	A*		5
70. People who don't work are generally lazy.	20	D		9
71. For most people, earning a living is an enjoyable experience.	21	A*	2	7
72. All people should work.	23	A		5
73. Usually the person with the best qualifications gets the job.	8	A*		
74. When I finish my education, I'll be able to get the kind of job that I want.	33	A		6
75. Within the next few years, in order to get a job you are going to need some skills that are in demand.	8	A*		5
76. My school has done a good job in preparing me for further education.	26	A		3
77. My mathematical skills are good enough for me to be successful in the job that I choose.	17	A		6
78. Wasting time on a job wouldn't bother me very much.	17	D	1	2

Table 4 (Cont'd)

	% UNDECIDED	MODAL RESPONSE	SR/JR DIFFERENCE	FACTOR NUMBER
79. Most jobs are pretty dull.	23	D	1	3
80. For a good job, your income does not change very much, but you can always depend on it.	34	A	3	5
81. The greater the amount of risk involved in a job, the higher the salary should be.	16	A	2	4
82. I would not like to work at a job where the procedures are often changed.	31	U, A	4	
83. Most employers don't want employees who have minds of their own.	26	D, U, A		2
84. One of the most important things about a job is to have the respect of the other people who work at the same place.	4	A*		7
85. One of the most important things about a job is to have a pleasant place to work.	11	A*		7
86. I would like a job that is easy to do.	34	D		2
87. I would like a job where the requirements are clearly understood.	7	A*		5
88. What you do for a living does not determine your worth as a person.	13	A		5
89. I will work at a job as long as I find it interesting.	23	A	5	7
90. More than ever before, there is a greater variety of job opportunities.	23	A		5
91. I would like a job where I can see the results of what I do.	8	A*		5
92. Most jobs are competitive, so you have to do a better job than the next person.	26	A	5	
93. My attitudes towards work are much like those of my friends.	34	U, A		2
94. I would like a job where I don't have to make too many decisions.	28	D		2
95. Above all, I would like to get a job in a good climate.	29	A	5	10
96. If you have a family, then it is your duty to them to get the best job possible.	16	A		6
97. I would rather have a boss who is not nice but who knows what he or she wants than a boss who is nice but doesn't give enough direction.	26	A	2	5
98. The attitudes learned in school are the attitudes that are needed in adult life.	27	A		10
99. There shouldn't be any differences in job opportunities for girls and for boys.	14	A		

Table 4 (Cont'd)

		% UNDECIDED	MODAL RESPONSE	SR/JK DIFFERENCE	FACTOR NUMBER
100.	I would rather work in pleasant surroundings for less money than work in uncomfortable surroundings for more money.	33	U, A		4
101.	It is unlikely that you can get a decent job if you don't join a union or association.	38	D, U	1	2
102.	What you are in this life is determined to a large extent by what you do outside of the job.	29	A*	5	1
103.	Generally speaking, the kinds of things that influence decisions about jobs are about the same for boys and girls.	31	A	3	
104.	I want to have some say about what happens to me in my job.	10	A*		1
105.	To find a good job, Grade 12 is all the education that is needed.	17	D		2
106.	When I work, I don't like to be pushed too hard.	24	A		2
107.	A good job is one where you work by yourself.	34	D, U		2
108.	A good job is one that allows you to learn while on the job.	6	A*		1
109.	It is better to have a job that encourages you to learn a lot than to have a job where there is not much to learn.	8	A*		1
110.	Most employers think that one of the most important qualities an employee can have is initiative.	33	A	3	1
111.	Most employers think that their employees should take an interest in the company.	14	A*		1
112.	For most employers, safety is more important than profit.	36	U, A		1
113.	After you have worked for several months, you have every right to quit your job and go on unemployment insurance.	15	SD, D		2
114.	I am prepared to work hard for good wages.	6	A*		1
115.	When I am ready to go to work, I'll probably have to take what is available rather than what I really want.	24	A	5	2
116.	I feel confident that I will be able to handle the next step in my training.	17	A*		1
117.	Employers are looking for employees who can get along with people.	11	A*		1
118.	Being unemployed pays off in the long run.	12	SD	2	1

Table 4 (Cont'd)

		% UNDECIDED	MODAL RESPONSE	SR/JR DIFFERENCE	FACTOR NUMBER
119.	One of the most important things in a job is to have friendly co-workers.	9	A*		1
120.	I would like to be free to move from one company to another as my interests change.	37	U, A		1
121.	My success as an adult depends on my success on the job.	24	A		1
122.	I would like a 9 to 5 job which I can forget about when I go home at the end of the day.	28	U, A		2
123.	Frankly, I don't really want to work very hard.	16	D	1	2
124.	You don't have to finish high school to get a good job.	17	SD, D		2
125.	If everybody believed that the Government owed them a living, then the country would fall apart.	19	A, SA	3	1

Table 5
Attitudes Towards Work
Form B

	% UNDECIDED	MODAL RESPONSE	SR/JR DIFFERENCE	FACTOR NUMBER
1. A good job is one where you can do your own thing.	10	A	5	4
2. A good job is one where you don't have to deal with other people.	9	D		5
3. A good job is one where you work outdoors.	34	U, A	5	4
4. A good job is one that has no more than 40 hours a week.	28	D, U, A		
5. A good job is one that involves travel.	23	A		4
6. A good job is one where you can become well-known.	23	A		2
7. Seasonal jobs like construction should have higher pay than permanent jobs like building maintenance.	28	D, U, A		
8. A good job is one in which you are in charge of a lot of people.	25	D	1	2
9. A good job is one that you can work at for several years.	8	A*		3
10. Most employers keep an accurate account of the amount of time that their employees work.	12	A*		3
11. Most employers think that one of the most important qualities an employee can have is intelligence.	18	A		8
12. Most employers think that one of the most important qualities an employee can have is respect for their boss.	15	A*		3
13. Employers would rather have a happy staff than a large staff.	21	A		
14. Most employers are eager to train people to fit the job.	25	A		6
15. Most employers think that a high school graduate is well prepared to enter the world of work.	20	A		6
16. To be unemployed is shameful.	21	D		10

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*More than 50% in this category.

SR/JR DIFFERENCE:
1 More Disagreement in Junior High than in Senior High
2 More Agreement in Junior High than in Senior High
3 More Undecided in Junior High than in Senior High
4 More Disagreement in Senior High than in Junior High
5 More Agreement in Senior High than in Junior High

Table 5 (Cont'd)

		% UNDECIDED	MODAL RESPONSE	SR/JR DIFFERENCE	FACTOR NUMBER
17.	It is better to be unemployed than to be unhappy in your job.	25	D		3
18.	Earning a living can be fun.	5	A*		
19.	No matter what anyone does, there will always be some people who cannot get a job.	11	A*		
20.	In getting a job, it is more important to know somebody, than to know something.	19	D	3	7
21.	It is always possible to get a good job if you look long enough.	14	A*		6
22.	There are jobs available for those who want them.	16	A	4	6
23.	The first job that I get will likely be interesting.	29	D, U, A		2
24.	My writing skills are good enough for me to be successful in the job that I choose.	23	A*	5	
25.	I have already decided on what I am going to do for a living.	35	U, A		7
26.	In most jobs it is more important to be able to follow instructions than to find a better way of doing something.	19	A	2	4
27.	A good job is one where the harder you work, the higher your salary becomes.	14	A		2
28.	The amount you produce should determine your salary.	23	A		
29.	I would not like to work on an assembly line where you have to do the same thing every day.	16	SA	5	4
30.	It would be more important for me to stay at one job that I knew well, rather than getting more money to shift to another job.	27	D, U, A		2
31.	It is important to work hard to survive in this competitive world.	10	A*		3
32.	One of the most important things about a job is to be given recognition when you do a good job.	13	A*	5	3
33.	I would like a job which is a challenge to my abilities.	12	A		3
34.	I would like a job where the boss lets you decide how something should be done.	28	A	3	4
35.	I would like a job in which you don't have to work more than 35 hours a week.	26	D	4	
36.	In getting a job, it is more important to worry about today than to be concerned about the future.	21	D	4	

Table 5 (Cont'd)

	% UNDECIDED	MODAL RESPONSE	SR/JR DIFFERENCE	FACTOR NUMBER
37. There are more important things in life than a big salary.	10	A		2
38. There is very little that is taught in high school that will be of use on a job.	22	D	1	6
39. After you begin to support a family, the job becomes more important.	5	A, SA		3
40. The sooner that I can become my own boss, the better off I'll be.	35	D, U		2
41. In our high school we can get all of the information that we need about different kinds of jobs.	26	A	3	8
42. Most employers don't really want to get to know their employees very well.	32	D		5
43. I would rather have a job with low pay that I liked, than a job with better pay that I did not like.	24	A		2
44. Most girls are only looking for temporary jobs.	28	D, U		5
45. The person who works hard never needs to worry.	19	D	4	5
46. Most employers are prepared to stand behind their employees.	32	A		6
47. If I won a million dollar lottery, I would probably still work.	8	A*		
48. Schools don't train you for the common kinds of jobs.	22	D		8
49. The schools do an equal job in preparing boys and girls for entry into the world of work.	20	A*	2	8
50. I would like to find a job where you have to keep your mind active.	12	A*		3
51. I would like a job that allows you to day-dream while you work.	6	D		7
52. It would be nice to have a job where you felt that you were doing something important.	3	A, SA		3
53. In looking for a job, I am concerned about the future opportunities it will open up for me.	11	A*	3	3
54. I would not mind being bossed around on the job.	30	D, U		6
55. When the work day is over, a person should forget the job.	23	D, A		7
56. A good job is one that is interesting.	6	A		3
57. A good job is one where you work in a group with others.	31	A		4
58. A good job is one that has a lot of physical work.	37	U, A		9

Table 5 (Cont'd)

	% UNDECIDED	MODAL RESPONSE	SR/JR DIFFERENCE	FACTOR NUMBER
59. A good job is one that allows you to make lots of overtime pay.	34	U, A		2
60. A good job is one where you don't have to think too much about what you are doing.	9	D*		2
61. A good job is one that does not involve any risk of being injured.	22	D, A		8
62. A good job is one that has some variation in the things to be done from one day to the next.	11	A*	5	3
63. Employers are more concerned with what you do than with how well you do it.	25	D		5
64. Most employers think that one of the most important qualities an employee can have is that of being a hard worker.	9	A*	5	3
65. Most employers think that one of the most important qualities an employee can have is neatness.	29	A	5	
66. Most employers think that one of the most important qualities an employee can have is short hair.	19	D		5
67. Employers are prepared to pay good wages in order to keep qualified staff happy.	3-	U, A		6
68. Employers seem concerned only with getting as much out of their employees for as little as possible.	34	D, U		5
69. Employers are much like everyone else; some are good, some are bad.	4	A*	5	3
70. To have a job is the duty of every Canadian.	29	A		
71. Most people who are unemployed would rather be working.	21	A		
72. I am looking forward to earning my own living.	8	A, SA		7
73. When good jobs are available, people will take them.	11	A*		10
74. Getting a good job is usually a matter of luck - being in the right place at the right time.	20	D	1	5
75. I would move away from my home town in order to get the job that suited me.	16	A*	3	4
76. If your first job does not meet your needs, you can always get another one.	20	A*	3	
77. My high school has prepared me to enter the world of work.	38	U	3	8

Table 5 (Cont'd)

	% UNDECIDED	MODAL RESPONSE	SR/JR DIFFERENCE	FACTOR NUMBER
78. Schools should spend more time teaching vocational skills than they do now.	42	U	3	
79. I would like to work as part of a team.	32	A		5
80. Most people know what they want to do for a living by the time they are fifteen.	22	D	4	10
81. Your salary should be determined by how well you perform on the job.	13	A*		
82. The more training you have, the higher your salary should be.	22	A	5	3
83. I would rather learn one task and stick to it rather than being asked to do different tasks every few days.	21	D	4	4
84. In holding a job it is very important to agree with your boss even though you might not feel like it.	23	D		7
85. One of the most important things about a job is to be treated with respect by your employer.	11	A*		3
86. One of the best jobs is one with lots of vacation.	25	D		7
87. I would like a job which lets me learn a lot.	7	A*		1
88. I would like a job where all the workers are able to make suggestions as to how something should be done.	14	A*		1
89. When I go to work, I would like to have a job where I feel that I have a lot to contribute to the job.	7	A*		1
90. Society owes me an interesting job.	44	U	3	
91. It's better to hold on to a boring job than to risk changing to a new one.	22	D	4	4
92. Even when a job is not interesting, it is important to do your best.	7	A*		1
93. I would not work if I didn't have to make a living.	20	D*		7
94. To be successful, it is important to know someone in the right place.	28	D, U	3	5
95. I would hate to work alone.	29	U, A	4	1
96. I wouldn't mind long hours if the pay is good.	19	A*	2	2
97. Earning a living is more important than doing what you really want to do.	26	D		4
98. The most desirable job is one with high pay for little effort.	17	D		2

Table 5 (Cont'd)

		% UNDECIDED	MODAL RESPONSE	SR/JR DIFFERENCE	FACTOR NUMBER
99.	I would never let earning a living prevent me from enjoying life.	9	A, SA		1
100.	Most employers are prepared to give their employees credit for their original ideas.	31	A*		1
101.	I would really like to be in business for myself.	34	U, A		2
102.	Generally speaking, schools, colleges, and trade schools overtrain people for the jobs that they will hold.	36	D, U	3	
103.	I want to find a job in which at the end of day, I'll know that I have done a good day's work.	6	A*		1
104.	It is important to have a boss or supervisor who sees both sides of an argument.	6	A*	5	1
105.	I do not want to live two lives: one for my job and one for my other activities.	29	D, U, A		1
106.	The more training I have, the better the job I can get.	18	A		1
107.	A good job will provide me with an opportunity to develop my own special skills and abilities.	9	A*		1
108.	A good job is one that allows you to get rich fast.	24	D		2
109.	A good job is one that is located in the community where you now live.	26	D, U, A	3	
110.	Employers are usually concerned about how their employees look.	18	A*	5	1
111.	Most employers think that one of the most important qualities an employee can have is promptness.	22	A*	3	1
112.	Most employers would rather have happy employees who are a bit inefficient than unhappy employees who are very efficient.	40	U	4	1
113.	Earning a living is the most important thing in adult life.	22	D, A		1
114.	You should just work enough to support yourself.	12	D*	4	3
115.	I think that I know what the requirements of most jobs are.	28	D	4	1
116.	With so much unemployment, I'll be luckly to get a job when I finish school.	20	A	4	1
117.	It's usually possible to get the training needed for a job.	11	A*		1

Table 5 (Cont'd)

		% UNDECIDED	MODAL RESPONSE	SR/JR DIFFERENCE	FACTOR NUMBER
118.	A person should try to do a good job whether or not the boss is around.	3	A, SA		1
119.	Each worker should be able to decide how to do a job.	28	A	5	1
120.	I would like a job where I have a chance to make good friends.	6	A*		1
121.	In a job, money is not as important as human relationships.	28	A		1
122.	It's very important for me to get to the top.	28	D, U		2
123.	It would be hard for me to see my fellow workers getting ahead faster than I am.	28	D, U, A		1
124.	The hours of work, the vacations, and the ease of getting to work are all less important than the kinds of things that you do when you are at work.	36	U, A	3	1
125.	The greatest responsibility that a person has is to earn a living.	20	A		1

VII. Description of the Components: Form A

A. Component 1: Initiative and Independence

The first component was made up of many items which seemed to relate to the respondents' willingness to work hard, to learn on the job, and to succeed. The interpretation of this component is confounded to some extent by an "end effect". Most of the items that load on the component are found at the end of the test. It appears that 125 items are too many and, as the respondents approached the end, they did not make as careful discriminations as they had earlier. Consequently, items such as 112, "For most employers, safety is more important than profit" do not belong.

B. Component 2: Laziness

Although the modal responses to the items which load on this component indicate essential disagreement with concepts like, "Frankly, I don't really want to work very hard", the component is made up of items which indicate low effect and motivation. It is interesting that the components 1 and 2 are not seen as two ends of the same continuum. Perhaps the laziness idea is so foreign to students in the communities that were sampled, that they do not integrate it into a larger conceptual system.

C. Component 3: Employer Demands or Desires

Many of the items loading on this component are items that relate to students' perceptions of employer perceptions. Items such as, "Most employers think that one of the most important qualities an employee can have is obedience" illustrate this notion. In general the students seemed to view employers as responsible and fair, and the items which load most highly (62, 67) reflect this. The problem that was encountered with this component was that it is made up of two groups of items: respondents' perceptions of employers; and respondents' perceptions of employer perceptions of employees. The latter group was subsequently viewed by the investigators as not belonging to the domain of interest. The former group was seen as much more central to Student Attitudes Toward Work.

D. Component 4: Pay and Promotion Characteristics

This component is a small but clearly defined component typified by its highest loader, "A good job is one with high pay".

E. Component 5: Important Characteristics of Jobs/Importance of Having a Job

This component is a composite of two notions. The first, typified by, "I would like a job where the requirements are clearly understood" is made up of psychological aspects of job characteristics such as respect, seeing the results of one's effort, etc. The second notion relates to the importance of being employed: "All people should work". These two notions were separable in the thirty component solution.

F. Component 6: Preparation and Physical Job Characteristics

Like Component 5, Component 6 is composed of two groups. Group 1 has items like, "My speaking skills are good enough for me to be successful in the job that I choose". These items seemed more relevant to the domain of interest than items which made up the second group: "A good job is one where you work indoors". The latter items seemed more to lie more properly in the domain of job selection and, as a result they were not used in subsequent development.

G. Component 7: Interest and Variability in the Job

Many of the items found in the component showed significantly different response patterns between the high school and junior high school students. In general the items relate to jobs that are interesting and variable; e.g., "I will work at a job as long as I find it interesting", and "I would like a job where the tasks are changed every few weeks".

H. Component 8: Job Security

It was thought that this component would be stronger than it turned out to be. There were no loadings greater than 4, and the item clustering was not clear. The biggest loadings were received by items like, "I would rather be on a job from beginning to end than to be in on a part of several different jobs", and "I will likely be satisfied with the first job that I get after graduation".

I. Component 9: the Jungle of Employment

This component has been rather glibly named because it is an amalgam of several ideas, most of which could be described as right wing and competitive e.g., "People who don't work are generally lazy", and "Sometimes you have to choose between having friends, and getting ahead on the job". Subsequent efforts were directed toward redefining this component into a more purely competition - ambition component.

J. Component 10: School Preparation

One of the desires of the Steering Committee was to include items on students' perceptions of their training. Component 10 reflects this. Important defining items are, "The attitudes learned in school are the attitudes that are needed in adult life" and "Schools are pretty good at teaching you about how to look for a job".

K. Non Loading Items: Form A

It was expected that there would be a component made of items relating to differential opportunities and responsibilities for boys and girls. This did not occur. Many of these sex related items did not load on any component, either in the 10 component solution or in the 30 component solution. Other items that did not load seemed to be logically related to Security, Employer Perceptions, and Unemployment. Perhaps such items are not yet part of the students' attitude domain.

VIII. Description of the Components: Form B

A. Component 1: Responsibility, Fairness, and Opportunity to Learn

The first component is an omnibus component primarily defined by items like, "I want to find a job in which at the end of the day, I'll know that I have done a good day's work", and "A person should try to do a good job whether or not the boss is around". Such items reflect the employee's responsibility toward the employer. Another group of items refers to the employer's responsibility to the employee, "It is important to have a boss or supervisor who sees both sides of an argument". Finally, a third group of items reflects opportunities for learning on the job.

As in Form A, there is an end effect: 21 of the final 26 items load on this component. Many are interpretable, but some seem to have been merely caught up in the "end rush". Isn a general way, this component is related to the first component of Form A.

B. Component 2: Power, Prestige and Money

The random assignment of items from the original pool to Forms A and B resulted in more power items ("A good job is one in which you are in charge of a lot of people") falling into Form B. Thus the Power, Prestige and Money component is more general in Form B than the Pay and Promotion component of Form A. Nevertheless, the idea of high pay is common to both.

C. Component 3: Job Characteristics Including Variability

Some of the highest loading items on this component reflect the psychological characteristics of good jobs, "One of the most important things about a job is to be given recognition when you do a good job" and "It would be nice to have a job where you felt that you were doing something important". Other items reflect concepts similar to Component 7 in Form A e.g., "A good job is one that has some variation in the things to be done from one day to the next", and "I would like a job where you have to keep your mind active".

D. Component 4: Independence

This component relates to part of Component 1 in Form A. Because there are more items in Form B that relate to independence, the component appears to be stronger here than in Form A. Some example items are, "A good job is one where you can do your own thing" and a strong negative loading for "Earning a living is more ant than doing what you really want to do".

E. Component 5: External Control

This component is not clearly defined. Several items refer to an individual's life and choices being controlled from outside e.g., "Getting a job is usually a matter of luck - being in the right place at the right time" and "To be successful, it is important to know someone in the right place".

A minor part of the component refers to students' perceptions of employers. These items are partly associated with external control, "Most employers think that one of the most important qualities an employee can have is short hair" and "Most employers don't really want to get to know their employees very well".

F. Component 6: Positive Employer Characteristics and Job Availability

This component combines the two ideas indicated in the title. The positive employer characteristics are indicated through items like, "Most employers are prepared to stand behind their employees" and "Employers are prepared to pay good wages in order to keep qualified staff happy". The job availability items are exemplified by "It is always possible to get a good job if you look long enough" and "There are jobs available for those who want them". The underlying theme seems to be a positive attitude toward job availability and employers.

G. Component 7: Laziness

Although not as strong, this component is very similar to component 2 in Form A. Some of the items that load on it are: "I would like a job that allows you to daydream while you work", and "I would not work if I didn't have to make a living".

H. Component 8: High School Influences

One of the highest loading items on this component is, "My high school has prepared me to enter the world of work". Most of the items showed significant differences between high school and junior high school students, stemming from the specific reference to high school. In subsequent revisions, the wording was changed to include both high school and junior high school students.

The component is partly related to Component 10 in Form A, although that component did not have as many items as this one.

I. Component 9: Happiness and Team Work

Only four items had loadings of .3 or more. The two defining items were, "A good job is one where you work with a group of others", and "I would like to work as part of a team."

J. Component 10: Unemployment

This small component is typified by "To be unemployed is shameful": a sentiment that was disagreed with by most students. It is related to part of Component 9 in Form A.

K. Non Loading Items: Form B

There were 19 items that did not have .3 loadings in the Form B pool. Many of these items related to components in Form g., job security items, specific characteristics of job, etc. Other items define a general view of work e.g., "Earning a living can be fun" and "Society owes me a job". Sometimes items in this group had a large proportion of undecided responses, indicating that the students may or may not have had enough ake the judgment.

IX. Summary of Form A and B in Relation to Existing Inventories

Many of the components found in Forms A and B are also found in some of the existing instruments. As Table 1 shows, Independence, Salary, Job Security, Working with People, Working Conditions, and Interesting Work are all value groups that have been found elsewhere. What seems new in the present item pool is the extra space defined by Laziness, Desirable Characteristics of Employers, and Preparation including attitudes toward the school's role in preparing students.

From the analysis, there is assurance that the item pool captures the essence of most existing inventories and extends into areas of interest to the MACOSA Steering Committee.

X. Creating the New Form

Based on the components that are in Forms A and B, taking into consideration the dimensions suggested in the project proceedings and using some of the factors that arose in the literature that relates to items found in Forms A and B, it was decided to use 15 subscales.

A brief description of the scales is given below:

1. **Preparation by School:** Students scoring high on this scale perceive their preparation for entrance into the world of work as being adequate. School preparation is seen as appropriately job related.

2. **Interest and Variability in Jobs:** Students scoring high seek jobs that are interesting, challenging and varied.

3. **Diligence:** Students scoring high have attitudes favorable to hard work, regardless of supervision.

4. **Laziness:** Students who have high scores on this scale indicate attitudes of getting as much as possible for as little effort as possible.

5. **Job Security:** This scale describes students who value job security, often over other characteristics of jobs.

6. **Positive Employer Characteristics:** Students scoring high on this scale view employers as honest, fair and generally upstanding humans.

7. **Independence:** Students scoring high on this scale rate the preservation of their own independence above that of other job characteristics.

8. **Money:** Students scoring high on this scale view salary as being one of the most important determinents of a good job.

9. **Ambition:** Students scoring high on this scale view striving for success as more important than other considerations like friends.

10. **Locus of Control:** Students scoring high on this scale view getting and holding a job as being largely a matter outside of their control - luck, knowing the right person etc.

11. **Confidence in Succeeding:** High scorers on this scale are confident of their ability of getting a job and being successful.

12. **Negative Employer Characteristics:** Students scoring high on this scale see employers as greedy and unfair - mostly concerned with looking out for their own interests.

13. **Social Relations:** Students scoring high on this scale see social relations as being the important determiners of job satisfaction. They prefer working with people and a part of a team.

14. **Attitudes Towards Unemployment:** Students scoring high on this scale view unemployment as undesirable, even shameful.

15. **General Attitudes Towards Earning a Living:** Students scoring high on this scale have a positive attitude toward earning a living, typified by a statement "I am looking forward to earning my own way".

In choosing the items for the scales, certain revisions were made. In general items which used the phrase "A good job is ...." were changed to make it a personal statement: "I would like a job that ....". Specific references to high school were changed to school, and awkward sentence constructions were revised on the basis of student responses.

The major effort went into creating Form I. The items that make it up are shown in Table 7, together with their location in the new scale. A second form, Form II, was made up of items that were left over after the creation of Form I. Some extra items were created in an attempt to make Form II resemble Form I as closely as possible. The items taken to make up Form II are shown in Table 8. Five items were

Table 7: Item Assignment to New Scales - Form I

Scale:	Preparation by School				
Source:	A24	A25	A41	B38	B117
New Number:	18	19	32	25	68

Scale:	Interest & Variability				
Source:	A48	A60	B33	B50	B56
New Number:	40	46	16	34	36

Scale:	Diligence				
Source:	A27	A32	A114	B27	B118
New Number:	20	22	70	15	69

Scale:	Laziness				
Source:	A44	A78	A113	A123	B51
New Number:	33	55	66	75	35

Scale:	Job Security				
Source:	A4	A33	A58	B9	B91
New Number:	5	23	45	3	57

Scale:	Positive Employer Characteristics				
Source:	A15	A62	A67	B67	B100
New Number:	12	47	48	43	62

Scale:	Independence				
Source:	A54	A120	B1	B34	B75
New Number:	41	74	1	17	51

Scale:	Money				
Source:	A1	A28	A37	B37	B59
New Number:	4	21	29	24	42

Scale:	Ambition				
Source:	A36	A38	A39	A46	A92
New Number:	28	30	31	39	63

Scale:	Locus of Control				
Source:	A101	A115	B20	B74	B94
New Number:	64	71	8	50	61

Scale: Confidence in Succeeding

Source:	A74	A90	A116	B22	B115
New Number:	54	60	72	9	67

Scale: Negative Employer Characteristics

Source:	A10	A13	A83	B42	B68
New Number:	6	11	58	26	44

Scale: Social Relations

Source:	A84	A119	B2	B57	B79
New Number:	59	73	2	37	52

Scale: Attitudes Toward Unemployment

Source:	A20	A72	B16	B70	B113
New Number:	14	53	7	49	65

Scale: General Attitudes Towards Earning a Living

Source:	A18	A45	A79	B23	B43
New Number:	13	38	56	10	27

Table 8. Item Assignment to New Scales - Form II

Scale:	Preparation by School				
Source:	B77	A77	A98	B48	A76
New Number:	54	22	29	48	21

Scale:	Interest and Variability				
Source:	A29	A89	B62	A3	B83
New Number:	11	25	50	1	57

Scale:	Diligence				
Source:	A31	A34	B31	B92	B103
New Number:	13	15	43	61	66

Scale:	Laziness				
Source:	B93	B114	A122	A106	A86
New Number:	62	69	37	33	24

Scale:	Job Security				
Source:	A8	A80	A23	B39	NEW
New Number:	4	23	9	46	55

Scale:	Positive Employer Characteristics				
Source:	A68	A112	B14	B34	B85
New Number:	19	35	39	45	58

Scale:	Independence				
Source:	A61	A107	A21	B119	B76
New Number:	18	34	7	71	53

Scale:	Money				
Source:	A6	B98	B108	B81	NEW
New Number:	3	65	68	56	60

Scale:	Ambition				
Source:	A5	B53	B97	B122	B123
New Number:	2	49	64	73	74

Scale:	Locus of Control				
Source:	B116	A104	B21	A102	B90
New Number:	70	32	40	31	59

Scale:	Confidence in Succeeding				
Source:	B25	B24	NEW	A24	A50
New Number:	42	41	14	10	16

Scale:	Negative Employer Characteristics				
Source:	A14	A39	B63	NEW	NEW
New Number:	6	12	51	17	36

Scale:	Social Relations				
Source:	B2	B95	B121	NEW	B32
New Number:	38	63	72	67	44

Scale:	Attitudes Toward Unemployment				
Source:	B125	A69	B70	A90	NEW
New Number:	75	20	52	26	47

Scale:	General Attitudes Towards Earning a Living				
Source:	A100	NEW	NEW	NEW	NEW
New Number:	30	27	28	8	5

Table 9

Attitudes Toward Work - Form I

Strongly Disagree: SD Disagree: D Undecided: U
Agree: A Strongly Agree: SA

1. I would like a job where you can do your own thing. SD D U A SA

2. I would like a job where I would deal with other people. SD D U A SA

3. I would like a job that I can work at for several years. SD D U A SA

4. I would like a job with high pay. SD D U A SA

5. I would like a job that is still mine when other people are being laid-off. SD D U A SA

6. Employers are always trying to push their employees to work harder. SD D U A SA

7. To be unemployed is shameful. SD D U A SA

8. In getting a job, it is more important to know somebody, than to know something. SD D U A SA

9. There are jobs available for those who want them. SD D U A SA

10. The first job that I get will likely be interesting. SD D U A SA

11. Most employers think that profits are more important than staff benefits. SD D U A SA

Strongly Disagree: SD   Disagree: D   Undecided: U
Agree: A   Strongly Agree: SA

12. Most employers are flexible about the way in which their employees dress, provided that the employees get the job done. SD D U A SA

13. Earning a living should be fun. SD D U A SA

14. A person's major responsibility is to support his or her family. SD D U A SA

15. I would like a job where the harder you work, the higher your salary becomes. SD D U A SA

16. I would like a job which is a challenge to my abilities. SD D U A SA

17. I would like a job where the boss lets you decide how something should be done. SD D U A SA

18. My speaking skills are good enough for me to be successful in the job that I choose. SD D U A SA

19. I think that I will be able to meet the requirements of the job that I choose. SD D U A SA

20. A person should feel a little ashamed for doing a sloppy job. SD D U A SA

21. The more work experience you have, the higher your salary should be. SD D U A SA

22. One of the most important things about a job is to know that you are doing the best you can. SD D U A SA

Strongly Disagree: SD   Disagree: D   Undecided: U
Agree: A   Strongly Agree: SA

23. One of the most important things about a job is to be able to keep it as long as you want it. SD D U A SA

24. Few things in life are more important than a big salary. SD D U A SA

25. There is very little that is taught in high school that will be of use on a job. SD D U A SA

26. Most employers don't really want to get to know their employees very well. SD D U A SA

27. I would rather have a job with low pay that I liked, than a job with better pay that I did not like. SD D U A SA

28. Opportunity for growth is more important than making friends on a job. SD D U A SA

29. To be a success you must have a job with a high salary. SD D U A SA

30. Sometimes a person will have to make sacrifices in order to get ahead in a job. SD D U A SA

31. Sometimes you have to choose between having friends, and getting ahead on the job. SD D U A SA

32. Schools are pretty good at teaching you about how to look for a job. SD D U A SA

33. Nowadays there is not enough work to go around for everyone, so I'll not worry too much about getting a job. SD D U A SA

Strongly Disagree: SD Disagree: D Undecided: U
Agree: A Strongly Agree: SA

34. I would like to find a job where you have to keep your mind active. SD D U A SA

35. I would like a job that allows you to daydream while you work. SD D U A SA

36. I would like a job that is interesting. SD D U A SA

37. I would like a job where you work in a group with others. SD D U A SA

38. I am looking forward to supporting myself by getting a job. SD D U A SA

39. I see that a first job is really a stepping stone for a career. SD D U A SA

40. If my job got boring, I would quit. SD D U A SA

41. I would like a job where you can be your own boss. SD D U A SA

42. I would like a job that allows you to make lots of overtime pay. SD D U A SA

43. Employers are prepared to pay good wages in order to keep qualified staff happy. SD D U A SA

44. Employers seem concerned only with getting as much out of their employees for as little as possible. SD D U A SA

Strongly Disagree: SD   Disagree: D   Undecided: U
Agree: A   Strongly Agree: SA

45. I would like a job where it is difficult to be fired. SD D U A SA

46. I would like a job that has some excitement associated with it. SD D U A SA

47. Most employers are prepared to give a fair wage for an honest day's work. SD D U A SA

48. Most employers are prepared to reward good effort. SD D U A SA

49. To have a job is the duty of every Canadian. SD D U A SA

50. Getting a good job is usually a matter of luck - being in the right place at the right time. SD D U A SA

51. I would move away from my home town in order to get the job that suited me. SD D U A SA

52. I would like to work as part of a team. SD D U A SA

53. All people should work. SD D U A SA

54. When I finish my education, I'll be able to get the kind of job that I want. SD D U A SA

55. Wasting time on a job wouldn't bother me very much. SD D U A SA

Strongly Disagree: SD Disagree: D Undecided: U
Agree: A Strongly Agree: SA

56. Most jobs are pretty interesting. SD D U A SA

57. It's better to hold on to a boring job than to risk changing to a new one. SD D U A SA

58. Most employers don't want employees who have minds of their own. SD D U A SA

59. One of the most important things about a job is to have the respect of the other people who work at the same place. SD D U A SA

60. More than ever before, there is a greater variety of job opportunities. SD D U A SA

61. To be successful, it is important to know someone in the right place. SD D U A SA

62. Most employers are prepared to give their employees credit for their original ideas. SD D U A SA

63. Most jobs are competitive, so you have to do a better job than the next person. SD D U A SA

64. It is unlikely that you can get a decent job if you don't join a union or association. SD D U A SA

65. Earning a living is the most important thing in adult life. SD D U A SA

66. After you have worked for several months, you have every right to quit your job and go on unemployment insurance. SD D U A SA

Strongly Disagree: SD   Disagree: D   Undecided: U
Agree: A   Strongly Agree: SA

67.	I think that I know what the requirements of most jobs are.	SD D U A SA
68.	It's usually possible to get the training needed for a job.	SD D U A SA
69.	A person should try to do a good job whether or not the boss is around.	SD D U A SA
70.	I am prepared to work hard for good wages.	SD D U A SA
71.	When I am ready to go to work, I'll probably have to take what is available rather than what I really want.	SD D U A SA
72.	I feel confident that I will be able to handle the next step in my training.	SD D U A SA
73.	One of the most important things in a job is to have friendly co-workers.	SD D U A SA
74.	I would like to be free to move from one company to another as my interests change.	SD D U A SA
75.	Frankly, when I get a job I don't really want to work very hard.	SD D U A SA

Do you have any comments?..................................

....

....

....

Thank you for your opinions.

Table 10

Attitudes Toward Work - Form II

Strongly Disagree: SD   Disagree: D   Undecided: U
Agree: A   Strongly Agree: SA

[illegible] I would like a job where you have to think a lot. SD D U A SA

2. I would like a job that allows for quick promotion. SD D U A SA

3. A desirable job is one where you reach the top of the income scale quickly. SD D U A SA

4. I would rather have a job that wouldn't involve lay-off, than have a higher paying job where I could be laid-off. SD D U A SA

5. I probably will like most of the jobs that I will accept in the future. SD D U A SA

6. It is easy for an employer to fire someone who doesn't measure up to the job. SD D U A SA

7. To get a good job, you have to be prepared to move away from your home community. SD D U A SA

8. Most people like their jobs so much they look forward to getting to work each morning. SD D U A SA

9. I will likely be satisfied with the first job that I get after I have finished my education. SD D U A SA

10. My skills will be good enough for me to be successful in the job that I choose. SD D U A SA

Strongly Disagree: SD   Disagree: D   Undecided: U
Agree: A   Strongly Agree: SA

11. I would like a job where the tasks are changed every few weeks. SD D U A SA

12. Most employers prefer to have you working on the same thing every day than to have you shifting from one task to another. SD D U A SA

13. People should work hard to please their employers. SD D U A SA

14. I am confident that I will be successful in most jobs that I attempt. SD D U A SA

15. I would like a job where everybody works hard. SD D U A SA

16. The kind of job that I would like to have is one where I can make it on my own. SD D U A SA

17. Employers are often greedy. SD D U A SA

18. It is better to be your own boss than to work for someone else at higher pay. SD D U A SA

19. Most employers trust their employees. SD D U A SA

20. To have a job is the right of every Canadian. SD D U A SA

21. My school has done a good job in preparing me for further education. SD D U A SA

22. My mathematical skills are good enough for me to be successful in the job that I choose. SD D U A SA

Strongly Disagree: SD   Disagree: D   Undecided: U
Agree: A   Strongly Agree: SA

23. I want a job where I am sure that the paycheck will always be there. SD D U A SA

24. I would like a job that is easy to do. SD D U A SA

25. I will work at a job as long as I find it interesting. SD D U A SA

26. More than ever before, there is a greater variety of job opportunities. SD D U A SA

27. Getting a job is something pleasant to look forward to. SD D U A SA

28. Earning a living can be a pleasure. SD D U A SA

29. The attitudes learned in school are the attitudes that are needed in adult life. SD D U A SA

30. I would rather work in pleasant surroundings for less money than work in uncomfortable surroundings for more money. SD D U A SA

31. What you do in this life is determined to a large extent by things beyond your control. SD D U A SA

32. I doubt if I will have much control over what happens to me in my job. SD D U A SA

33. When I work, I don't like to be pushed too hard. SD D U A SA

Strongly Disagree: SD Disagree: D Undecided: U
Agree: A Strongly Agree: SA

34. A good job is one where you work by yourself. SD D U A SA

35. For most employers, safety is more important than profit. SD D U A SA

36. Some employers are more concerned with their employees' appearance than with how the employees work. SD D U A SA

37. I would like a 9 to 5 job which I can forget about when I go home at the end of the day. SD D U A SA

38. A desirable job is one where you deal with many kinds of people. SD D U A SA

39. Most employers are eager to train people to fit the job. SD D U A SA

40. It is always possible to get a good job if you are lucky. SD D U A SA

41. My personality is good enough for me to be successful in the job that I choose. SD D U A SA

42. I have already decided on what I am going to do for a living. SD D U A SA

43. It is important to work hard to survive in this competitive world. SD D U A SA

44. One of the most important things about a job is to be given recognition when you do a good job. SD D U A SA

Strongly Disagree: SD   Disagree: D   Undecided: U
Agree: A   Strongly Agree: SA

45. In most jobs, a good boss will let you decide how something should be done. SD D U A SA

46. After you begin to support a family, keeping a job becomes more essential. SD D U A SA

47. When people are old enough to vote, they should support themselves. SD D U A SA

48. Schools train you well for most of the common kinds of jobs. SD D U A SA

49. In looking for a job, I am concerned about the future opportunities it will open up for me. SD D U A SA

50. I would like a job that has some variation in the things to be done from one day to the next. SD D U A SA

51. Employers are more concerned with what you do than with how well you do it. SD D U A SA

52. To have a job is the duty of every Canadian. SD D U A SA

53. If your first job does not meet your needs, you can always get another one. SD D U A SA

54. My high school has prepared me to enter the world of work. SD D U A SA

55. Job security is important to me. SD D U A SA

Strongly Disagree: SD Disagree: D Undecided: U
Agree: A Strongly Agree: SA

56. Your salary should be determined by how well you perform on the job. SD D U A SA

57. I would rather be asked to do different tasks every few days, than to learn one task and stick to it. SD D U A SA

58. Most employers treat their employees with respect. SD D U A SA

59. Society might provide me with an interesting job. SD D U A SA

60. For me, money will be one of the most important considerations in choosing a job. SD D U A SA

61. Even when a job is not interesting, it is important to do your best. SD D U A SA

62. I would not work if I didn't have to make a living. SD D U A SA

63. I would hate to work alone. SD D U A SA

64. Getting ahead is more important than doing what you really want to do. SD D U A SA

65. The most desirable job is one with high pay for little effort. SD D U A SA

66. I want to find a job in which at the end of the day, I'll know that I have done a good day's work. SD D U A SA

Strongly Disagree: SD Disagree: D Undecided: U
Agree: A Strongly Agree: SA

67. I would like a job where you meet interesting people. SD D U A SA

68. I would like a job that allows me to get rich fast. SD D U A SA

69. You should just work enough to support yourself. SD D U A SA

70. With so much unemployment, I'll be lucky to get a job when I finish school. SD D U A SA

71. Each worker should be able to decide how to do a job. SD D U A SA

72. In a job, money is not as important as human relationships. SD D U A SA

73. It's very important for me to get to the top. SD D U A SA

74. It would be hard for me to see my fellow workers getting ahead faster than I am. SD D U A SA

75. The greatest responsibility that a person has is to earn a living. SD D U A SA

Do you have any comments?................................

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Thank you for your opinions.

used in each scale. The resulting Forms are shown as Tables 9 and 10. It should be noted that the purpose of Form II was for use as a reliability check.

XI. Student Comments

Students were invited to send comments to the investigators, and many of them took advantage of the opportunity. Their comments have been classified and appear below in Table 6 .

The comments tended to be supportive of the effort, although there were a few who viewed the exercise as a waste of time. The least anticipated reactions were those that indicated that students found the questionnaire useful because it confronted them with some unfamiliar notions. Perhaps this would make it useful for guidance classes.

Table 6

Student Comments

A. Characteristics of a Good Job

1. I feel a good job is one that interests you and make you feel comfortable rather than being tense and pressured.
2. Jobs are challenges, not just a means of income if one wants a good job one looks for a challenge, friendliness, pleasant surroundings and a good wage.
3. I think that a good job is one that you, yourself like, and it doesn't matter what other people say.
4. I think that you should work hard for something you'll really enjoy even if you have to go through some rough times.
5. In the future I would like a job that is a good challenge for me and my abilities. I would also like to work with other people as a team. I would like a job that is different and exciting each day.
6. I would like to work with familiar faces, wether I have to get to know them, or if I know them already. Work should be fun.
7. I do hope I can get a good job. I will work hard but not if I like it, but if it's fun.
8. You should have a job that you enjoy doing. If you don't enjoy doing it life will be a drag.
9. I feel that a good job is one that you can enjoy and that you have goals to set. I also feel that if you work in uncomfortable surroundings you usually don't do the job as well as it could be.
10. In order to get a good job you must try your hardest and use your imagination to design new opportunities.
11. A good job is one that I am happy with and making a good living at doing.
12. I think it is important for a person to feel good about his or her job, and do it the best they can.
13. Most people think just because your finished your schooling that you should right away get a job, that you are going to stay with. I think if you are undecided about what you want to do you should maybe get something that might interest you as a job, and see how it comes out.
14. My opinion of a good job is doing something that interests me so I wont be bored and where I can help people.
15. I think a considerate boss is important, and a job that changes from day to day. High pay is not necessary, but nice.
16. I would like to have a job where there is good pay, nice

workmates, understanding boss and not boaring.

17. I hope to have a job in which I will be happy, have minimum wages, and like my boss.
18. I think that a good job is one that you are really truely happy at doing.
19. I think that whatever job you get you that you should work hard for the realationships between people and the development of the job.
20. I don't mind working hard to get ahead but it should pay-off in the end.
21. The employment field is very competitive and so getting a good job depends on attitudes, skills, knowledge, and willingness to work hard. What you get out of a job depends on what you are willing to put into it.
22. The kind of job I'm looking for provides pleasant surroundings and co-workers. I would like to show my creativity also. I'm willing to work hard and be initiative. I would like my boss to be nice but firm about instructions.
23. My opinion of a good job would be one were you learn something and I look forward to going to work. Also has some degree of danger.
24. I feel there is a difference between a job and a carreer. I will not mind to be pushed around at the start a bit for a job or carreer but I would not like it later on.
25. I would love to make a lot of money and provide well for my family if I ever have one but happiness is more important to me.
26. I feel a job is getting a job, not to your liking, but to support you self and others. All jobs are likeable if you make them.
27. To be a success to yourself, you have to work at your job. I plan to become a success to myself if I have to work for twenty years.

B. Questionnaire Makes Them Think About the Future

28. This was interesting because it really made you take a look at what you have to face when you get out of high school.
29. Some of the questions that were asked, I had never thought about before. May be after writing this I know a little more about myself.
30. This made me think about what it would be like to be employed and have a job.
31. This survey covers a lot of good points about getting a job in this hard run society of ours.
32. This Quiz was very good, because you have to think for yourself.
33. This really made you think about your own future.

C. Work Is Not the Most Important Thing in Life

34. A job is important, but it shouldn't be the majority of importance in your life. The job should be enjoyable so it doesn't disrupt matters in the home etc.
35. I think the most important thing is to enjoy my work & when I have my family to sit down & watch them grow.
36. Holding a job is very important but not as important as your time spent with family & friends. This opportunity should not be totally neglected because of working.
37. I think people who take their job too serious and forget about their family should be thrown out of the world.
38. Providing a living is important, but having a successful life and a happy life with the one you love is more important.
39. A job is very important in a person's life but the family relationships are more important than a job.
40. I'm happy that this servay came because it gave me a chance to realize how much more important a job is than any thing else in life except family.
41. I think that earning a living is a very important thing in your life but not the most important.

D. The Importance of Money

42. I feel that I would rather work a job I enjoy for less money than to work a job I dislike for more money. Money is a part in this world but doesn't buy happiness.
43. Sometimes it is really hard to decide which is more important to you; being well paid or being happy with your job.
44. I feel that your job should be important as something you enjoy, look forward to and try to do your best at. If you are planning on staying in a career several years, it is important that you want to do it, are interested in it and that money isn't your main concern.
45. I think Canadians are asking too much for wages and that too many people are taking the welfare way out.
46. Money isn't everything.
47. A good job is one that you enjoy doing. This is the most important aspect, because if you enjoy your job, you enjoy your surroundings, co-workers, bosses, etc. A good job is not measured by how much money it pays.

E. The Employment Situation

48. I am sure that if some people worried and worked as hard getting a job as they do getting unemployment insurance they would have no trouble getting a decent job.
49. I think people in Canada have gotten lazy with the unemployment system. The unions have made things even worse.
50. I feel that unemployment is the biggest problem these days. And I feel that my kids will have problems. What is the government doing about it.
51. The job system in Canada is the pits. People have to live 2 lives - their social life and their private lives. I would rather have a job that fits into your social lives, friends and family. I want no anti-social co-workers.
52. Why is it that most jobs available to High School graduates require experience and no one will hire so you can gain the experience?
53. There is jobs for everyone if they want to work.
54. From the experiences that a person recieves in school and the job opportunities that the world has to offer no one, especially just out of school, can say that they can't find a job. There is and always will be jobs for those who are willing to go out and really look for one.
55. I think you can always find a job if you want one but you should not have to work all the time. If you want a

few months vacation, take it - you can always find a job.

56. Government should make sure the student worker has some rights on the job, such as demanding safety standards.
57. I wish it were easier for teenagers still in school to get a job for the summer.
58. I hope this test will improve jobs and help students to find jobs easily. P.S. I need a job.
59. I can get a job any time I want to.

F. Equal Opportunities

60. I'm my own boss. I like to work hard on vans and time doesn't bother me. Girls should only be wives, secretaries, nurses, maids, slaves.
61. Women should be treated equally. They sometimes do a mans job a lot better than us males!
62. Most jobs are unequal to women!
63. Employers shouldn't choose between boys or girls. If they do they are very selfish & childish.
64. I feel that in some areas even if a black has better qualifications than a white, the white gets the job. I am ashamed at the whites for doing this.

G. Positive Comments

65. I would like to have a job so I will be able to find out the correct answers to these questions and still live a happy life.
66. If this is to see who wants a job your in the right place. I do.
67. Boston should have won the Stanley Cup.
68. If everybody had jobs that they liked, we would have a better society.

H. Negative Comments

69. This is a very well presented piece of time wasting material used to get statistics which are very uninteresting. This form is a waste of the taxpayers money. My parents do not enjoy the idea of stupid forms like this. These forms may create jobs for people like you who are reading this but I can't see how it is helping the education of students in Alberta.
70. Legalize marijuana. This test is F.......
71. Education nowadays in school is bull-.....
72. We are getting ripped off.
73. What good will this do. It hasn't got me a job the one's I've done.
74. Why do you like wasting people's time?

I. Responsibility of the Government

75. Many people who have skills to work, do not work but go on to unemployment insurance or welfare and get plenty of money. Others who have problems and/or large families to support and are on welfare don't get as much pay. This is not fair and I think people who take this money for no good reason should be stopped.
76. I think that the government should look into the "many" people who are on unemployment and find out the few who really need to be on it.
77. I think that job oppertenities should be more because the Government is lossing money for those who are unemployed.
78. If the Gov't could get more jobs and if people went out to work instead of collecting unemployment insurance maybe we'd be a lot better off.
79. The government should find people on welfare a job whether they like it or not.
80. If a person is unwilling to work and doesn't try to find a job, the govt. shouldn't pay for them survivors. Unemployment insurance is only good when people are laid-off or fired due to no fault of their own.

J. Concern for a Lack of Awareness of the World of Work

81. I couldn't answer this servay to good because I don't have a really good or important job.
82. I'm not really aware of what employers and employees think or want. It would be a good idea to give this test to a group older for better results.
83. I didn't really know any answers because I am not employed but it has helped me.
84. For people who have never yet held a job, they wouldn't know the opinions of employers.

K. Role of the School

85. I feel now that the education I am taking now has no benefit for me in my finding the job that I like.
86. Us students would like to know what is involved in jobs. We are getting the training in school but we don't know whats involved and that's why I can't decide on what to be when I am old enough to work for a living. I think that schools should put more emphasis on classes that will help the student when he is in the working force.
87. I think there should be some kind of class in Junior High that tells all the jobs there is and what each job does.
88. Our school has prepared us well in the selection of our jobs in the future. Our options and labs really give me the feel of working. Especially in I.A.
89. Today you have to go through too much education to get anywhere and probably end up with a job you don't like anyhow.
90. School's a waste of time for the job I want.
91. Schools would not help me get the job I want.
92. Schools should aid students much more in them finding a field to go into.
93. The schools should provide more information about job hunting and encourage students to work to their highest potential so the student may be successful at his/her work.
94. For matriculation students, schools do not do a good job.
95. We need more skills in schools about jobs.
96. They should make schools teach skill on jobs that students want.
97. I believe that high school does not offer all it could. I think our whole Educational System should be looked over and reevaluated.
98. In a lot of cases, a university education is useless

because there are no available jobs.

99. I know that to get a good job one must go to university, college or trade school.

L. Perceptions of What an Employer Wants in an Employee

100.
I think that what an employer wants is a person who is just a good worker. The workers own personal feelings and veiws are really none of his employers business.

101.
I think that this test has helped me acknowledge some basic requirements that employers expect out of an employee and will try my best to have the same attitudes towards a job that I have written down. Perseverance is one of the most important qualities of a good worker.

102.
Many students get taken by employers. They pay them little and work them hard because they know they can get away with it.

103.
I fould the questions dealing with employers and employees slightly difficult because I have not been exposed to the "working world" that much.

DEVELOPMENT OF SCALES ON ATTITUDES TOWARDS THE WORLD OF WORK

Part II

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Alberta Education
1979

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1. Introduction

In Part I of the report, information concerning the background, purpose, and context of this project was provided. The purpose of the project was to develop and validate an instrument for assessing student attitudes towards the world of work. In its charge to the investigators, the MACOSA Steering Committee suggested five dimensions for initial consideration:

- Attitudes towards earning a living;
- Employer expectations;
- Perceptions about available opportunities;
- Relevance of school preparation for employment; and
- Characteristics of a good job.

After investigating the literature (which is given in Part I), the investigators built two pilot instruments (Form A and Form B) consisting of 125 items each. The items were in the form of statements to be answered on a Likert Scale (Strongly Disagree, Disagree, Undecided, Agree, Strongly Agree). The scales were administered to over 700 students and, after fairly extensive analysis, a revised scale (Form I) was developed consisting of 75 items. These items were placed into 15 subscales of five items each.

The revised version of Attitudes Towards Work - Form I, the item assignments, and the description of the subscales are shown in Tables 1, 2, and 3. These tables appear in Part I of the report, but are repeated here for the reader's convenience.

Table I

Attitudes Toward Work - Form I

Strongly Disagree: SD   Disagree: D   Undecided: U
Agree: A   Strongly Agree: SA

1. I would like a job where you can do your own thing. SD D U A SA
2. I would like a job where I would deal with other people. SD D U A SA
3. I would like a job that I can work at for several years. SD D U A SA
4. I would like a job with high pay. SD D U A SA
5. I would like a job that is still mine when other people are being laid-off. SD D U A SA
6. Employers are always trying to push their employees to work harder. SD D U A SA
7. To be unemployed is shameful. SD D U A SA
8. In getting a job, it is more important to know somebody, than to know something. SD D U A SA
9. There are jobs available for those who want them. SD D U A SA
10. The first job that I get will likely be interesting. SD D U A SA
11. Most employers think that profits are more important than staff benefits. SD D U A SA

Strongly Disagree: SD   Disagree: D   Undecided: U
Agree: A   Strongly Agree: SA

12. Most employers are flexible about the way in which their employees dress, provided that the employees get the job done. SD D U A SA

13. Earning a living should be fun. SD D U A SA

14. A person's major responsibility is to support his or her family. SD D U A SA

15. I would like a job where the harder you work, the higher your salary becomes. SD D U A SA

16. I would like a job which is a challenge to my abilities. SD D U A SA

17. I would like a job where the boss lets you decide how something should be done. SD D U A SA

18. My speaking skills are good enough for me to be successful in the job that I choose. SD D U A SA

19. I think that I will be able to meet the requirements of the job that I choose. SD D U A SA

20. A person should feel a little ashamed for doing a sloppy job. SD D U A SA

21. The more work experience you have, the higher your salary should be. SD D U A SA

22. One of the most important things about a job is to know that you are doing the best you can. SD D U A SA

Strongly Disagree: SD Disagree: D Undecided: U
Agree: A Strongly Agree: SA

23. One of the most important things about a job is to be able to keep it as long as you want it. SD D U A SA

24. Few things in life are more important than a big salary. SD D U A SA

25. There is very little that is taught in high school that will be of use on a job. SD D U A SA

26. Most employers don't really want to get to know their employees very well. SD D U A SA

27. I would rather have a job with low pay that I liked, than a job with better pay that I did not like. SD D U A SA

28. Opportunity for growth is more important than making friends on a job. SD D U A SA

29. To be a success you must have a job with a high salary. SD D U A SA

30. Sometimes a person will have to make sacrifices in order to get ahead in a job. SD D U A SA

31. Sometimes you have to choose between having friends, and getting ahead on the job. SD D U A SA

32. Schools are pretty good at teaching you about how to look for a job. SD D U A SA

33. Nowadays there is not enough work to go around for everyone, so I'll not worry too much about getting a job. SD D U A SA

Strongly Disagree: SD   Disagree: D   Undecided: U
Agree: A   Strongly Agree: SA

34. I would like to find a job where you have to keep your mind active. SD D U A SA

35. I would like a job that allows you to daydream while you work. SD D U A SA

36. I would like a job that is interesting. SD D U A SA

37. I would like a job where you work in a group with others. SD D U A SA

38. I am looking forward to supporting myself by getting a job. SD D U A SA

39. I see that a first job is really a stepping stone for a career. SD D U A SA

40. If my job got boring, I would quit. SD D U A SA

41. I would like a job where you can be your own boss. SD D U A SA

42. I would like a job that allows you to make lots of overtime pay. SD D U A SA

43. Employers are prepared to pay good wages in order to keep qualified staff happy. SD D U A SA

44. Employers seem concerned only with getting as much out of their employees for as little as possible. SD D U A SA

Strongly Disagree: SD Disagree: D Undecided: U
Agree: A Strongly Agree: SA

45. I would like a job where it is difficult to be fired. SD D U A SA

46. I would like a job that has some excitement associated with it. SD D U A SA

47. Most employers are prepared to give a fair wage for an honest day's work. SD D U A SA

48. Most employers are prepared to reward good effort. SD D U A SA

49. To have a job is the duty of every Canadian. SD D U A SA

50. Getting a good job is usually a matter of luck - being in the right place at the right time. SD D U A SA

51. I would move away from my home town in order to get the job that suited me. SD D U A SA

52. I would like to work as part of a team. SD D U A SA

53. All people should work. SD D U A SA

54. When I finish my education, I'll be able to get the kind of job that I want. SD D U A SA

55. Wasting time on a job wouldn't bother me very much. SD D U A SA

Strongly Disagree: SD Disagree: D Undecided: U
Agree: A Strongly Agree: SA

56. Most jobs are pretty interesting. SD D U A SA

57. It's better to hold on to a boring job than to risk changing to a new one. SD D U A SA

58. Most employers don't want employees who have minds of their own. SD D U A SA

59. One of the most important things about a job is to have the respect of the other people who work at the same place. SD D U A SA

60. More than ever before, there is a greater variety of job opportunities. SD D U A SA

61. To be successful, it is important to know someone in the right place. SD D U A SA

62. Most employers are prepared to give their employees credit for their original ideas. SD D U A SA

63. Most jobs are competitive, so you have to do a better job than the next person. SD D U A SA

64. It is unlikely that you can get a decent job if you don't join a union or association. SD D U A SA

65. Earning a living is the most important thing in adult life. SD D U A SA

66. After you have worked for several months, you have every right to quit your job and go on unemployment insurance. SD D U A SA

Strongly Disagree: SD   Disagree: D   Undecided: U
Agree: A   Strongly Agree: SA

67. I think that I know what the requirements of most jobs are. SD D U A SA

68. It's usually possible to get the training needed for a job. SD D U A SA

69. A person should try to do a good job whether or not the boss is around. SD D U A SA

70. I am prepared to work hard for good wages. SD D U A SA

71. When I am ready to go to work, I'll probably have to take what is available rather than what I really want. SD D U A SA

72. I feel confident that I will be able to handle the next step in my training. SD D U A SA

73. One of the most important things in a job is to have friendly co-workers. SD D U A SA

74. I would like to be free to move from one company to another as my interests change. SD D U A SA

75. Frankly, when I get a job I don't really want to work very hard. SD D U A SA

Do you have any comments?...............................

....

....

....

Thank you for your opinions.

Table 2: Item Assignment to New Scales - Form I

Scale:	Preparation by School				
Source:	A24	A25	A41	B38	B117
New Number:	18	19	32	25	68

Scale:	Interest & Variability				
Source:	A48	A60	B33	B50	B56
New Number:	40	46	16	34	36

Scale:	Diligence				
Source:	A27	A32	A114	B27	B118
New Number:	20	22	70	15	69

Scale:	Laziness				
Source:	A44	A78	A113	A123	B51
New Number:	33	55	66	75	35

Scale:	Job Security				
Source:	A4	A33	A58	B9	B91
New Number:	5	23	45	3	57

Scale:	Positive Employer Characteristics				
Source:	A15	A62	A67	B67	B100
New Number:	12	47	48	43	62

Scale:	Independence				
Source:	A54	A120	B1	B34	B75
New Number:	41	74	1	17	51

Scale:	Money				
Source:	A1	A28	A37	B37	B59
New Number:	4	21	29	24	42

Scale:	Ambition				
Source:	A36	A38	A39	A46	A92
New Number:	28	30	31	39	63

Scale:	Locus of Control				
Source:	A101	A115	B20	B74	B94
New Number:	64	71	8	50	61

Scale: Confidence in Succeeding

Source:	A74	A90	A116	B22	B115
New Number:	54	60	72	9	67

Scale: Negative Employer Characteristics

Source:	A10	A13	A83	B42	B68
New Number:	6	11	58	26	44

Scale: Social Relations

Source:	A84	A119	B2	B57	B79
New Number:	59	73	2	37	52

Scale: Attitudes Toward Unemployment

Source:	A20	A72	B16	B70	B113
New Number:	14	53	7	49	65

Scale: General Attitudes Towards Earning a Living

Source:	A18	A45	A79	B23	B43
New Number:	13	38	56	10	27

Table 3: Subscale Descriptions

1. **Preparation by School:** Students scoring high on this scale perceive their preparation for entrance into the world of work as being adequate. School preparation is seen as appropriately job related.

2. **Interest and Variability in Jobs:** Students scoring high seek jobs that are interesting, challenging and varied.

3. **Diligence:** Students scoring high have attitudes favorable to hard work, regardless of supervision.

4. **Laziness:** Students who have high scores on this scale indicate attitudes of getting as much as possible for as little effort as possible.

5. **Job Security:** This scale describes students who value job security, often over other characteristics of jobs.

6. **Positive Employer Characteristics:** Students scoring high on this scale view employers as honest, fair and generally upstanding humans.

7. **Independence:** Students scoring high on this scale rate the preservation of their own independence above that of other job characteristics.

8. **Money:** Students scoring high on this scale view salary as being one of the most important determinents of a good job.

9. **Ambition:** Students scoring high on this scale view striving for success as more important than other considerations like friends.

10. **Locus of Control:** Students scoring high on this scale view getting and holding a job as being largely a matter outside of their control - luck, knowing the right person etc.

11. **Confidence in Succeeding:** High scorers on this scale are confident of their ability of getting a job and being successful.

12. **Negative Employer Characteristics:** Students scoring high on this scale see employers as greedy and unfair - mostly concerned with locking out for their own interests.

13. **Social Relations:** Students scoring high on this scale see social relations as being the important determiners of job satisfaction. They prefer working with people and a part of a team.

14. **Attitudes Towards Unemployment:** Students scoring high on this scale view unemployment as undesirable, even shameful.

15. **General Attitudes Towards Earning a Living:** Students scoring high on this scale have a positive attitude toward earning a living, typified by a statement "I am looking forward to earning my own way".

II. Scale Administration

Form I was administered to students in grades nine and twelve. Six of the schools (two each in Lacombe, Lethbridge and Medicine Hat) had cooperated in Part I of the study. It was anticipated that the results from these schools could be used to estimate the stability of school results over a three-month period. Because Part I used students in grades 8 and 11 in June, and Part II used students in grades 9 and 12 in September, much of the Lacombe, Lethbridge and Medicine Hat sample was the same for both administrations. The responses were made anonymously, so no attempt was made to correlate results on an individual basis.

In the case of Wetaskiwin, the study was restricted to students from the Wetaskiwin Composite High School. Two classes were selected because of particular characteristics that would be useful in the validity investigation. However, because all of the students were high school students, they were included in all of the analyses without regard to any special characteristics.

In all, 1035 students participated in Part II of the study. The students were drawn from several areas of the province (Andrew, Edmonton, Jasper, Lacombe, Lethbridge, Medicine Hat, Red Deer and Wetaskiwin). Because of the teachers' strike in the Edmonton Public School System, the

Edmonton sample was taken entirely from the Edmonton Separate School System. This factor might present a confounding influence on the results, so generalizations should be made cautiously. Nevertheless, it is felt that the results are not atypical of students in central and southern Alberta.

The breakdown of student numbers by level and city is provided in Table 4.

The scales were administered by the classroom teachers in late September. All students responded to certain items of background information (sex, program, career choice, previous work experience) and these items were used as a part of the validation process. Comments were elicited from the students and many responses were obtained. These comments are discussed in the validity section.

School administrators, teachers and students were extremely cooperative, and conversations with members of the first two groups, together with comments made by the students indicated a strong interest in the project and in the information being collected.

Table 4: Number of Students in Sample

Location	Junior High	Senior High
Andrew	39	33
Edmonton	144	153
Jasper	58	56
Lacombe	52	49
Lethbridge	49	69
Medicine Hat	56	48
Red Deer	69	103
Wetaskiwin	0	57
	.....	.....
Totals	467	568

III. Results

A. Item Data

The proportions of students responding to each alternative on each item are shown in Appendix 1. More interesting is the summary data shown in Table 5. For each item, the modal response is given as well as the proportion of "Undecided" responses and the kind of junior high school-senior high school difference that occurred. For comparison, the modal response on the previous administration is given. Some items were revised after the previous administration and, since the comparisons for these items would be misleading, they are not made.

The strong impression that one gets from the item response data is that the "work ethic" that seems to have characterized many Albertans through much of their history is alive and well amongst students. For example, they seem to feel that: "There are jobs available for those who want them", "A person should feel a little ashamed for doing a sloppy job", and "One of the most important things about a job is to know that you are doing the best you can". This is evidenced by the modal response and, while there are some who disagree with the sentiments expressed, the majority are in agreement or strong agreement.

Table 5
Modal Responses - Attitudes Towards Work

	MODE	PREVIOUS MODE	% UNDECIDED	SR/JR DIFFERENCE
1. I would like a job where you can do your own thing.	A		21	5
2. I would like a job where I would deal with other people.	A		15	5
3. I would like a job that I can work at for several years.	A,SA		14	5
4. I would like a job with high pay.	SA*		8	
5. I would like a job that is still mine when other people are being laid-off.	SA		12	
6. Employers are always trying to push their employees to work harder.	A	A	28	
7. To be unemployed is shameful.	D	D	18	1
8. In getting a job, it is more important to know somebody, than to know something.	SD,D	D	14	1
9. There are jobs available for those who want them.	A*	A	13	5
10. The first job that I get will likely be interesting.	U,A	D,U,A	32	2
11. Most employers think that profits are more important than staff benefits.	U,A	D,U,A	39	
12. Most employers are flexible about the way in which their employees dress, provided that the employees get the job done.	A	A	16	4
13. Earning a living should be fun.	A	A	22	5

---

*More than 50% in this category.

SR/JR DIFFERENCE:
1 More disagreement in Junior High than in Senior High.
2 More agreement in Junior High than in Senior High.
3 More undecided in Junior High than in Senior High.
4 More disagreement in Senior High than in Junior High.
5 More agreement in Senior High than in Junior High.
6 More undecided in Senior High than in Junior High.

		MODE	PREVIOUS MODE	% UNDECIDED	SR/JR DIFFERENCE
14.	A person's major responsibility is to support his or her family.	A	A	11	
15.	I would like a job where the harder you work, the higher your salary becomes.	A		14	
16.	I would like a job which is a challenge to my abilities.	A	A	8	5
17.	I would like a job where the boss lets you decide how something should be done.	A	A	20	5
18.	My speaking skills are good enough for me to be successful in the job that I choose.	A*	A*	22	5
19.	I think that I will be able to meet the requirements of the job that I choose.	A*	A*	10	
20.	A person should feel a little ashamed for doing a sloppy job.	A*	A*	8	
21.	The more work experience you have, the higher your salary should be.	A	A	19	
22.	One of the most important things about a job is to know that you are doing the best you can.	SA*	SA*	3	
23.	One of the most important things about a job is to be able to keep it as long as you want it.	A*	A	14	
24.	Few things in life are more important than a big salary.	D		11	2
25.	There is very little that is taught in high school that will be of use on the job.	D		21	1
26.	Most employers don't really want to get to know their employees very well.	D	D	29	
27.	I would rather have a job with low pay that I liked, than a job with better pay that I did not like.	A	A	22	5

		MODE	PREVIOUS MODE	% UNDECIDED	SR/JR DIFFERENCE
28.	Opportunity for growth is more important than making friends on a job.	U,A	D	35	4
29.	To be a success you must have a job with a high salary.	D*	D*	14	4
30.	Sometimes a person will have to make sacrifices in order to get ahead in a job.	A*	A*	9	
31.	Sometimes you have to choose between having friends, and getting ahead on the job.	A*	A*	19	
32.	Schools are pretty good at teaching you how to look for a job.	D,U,A	D,A	25	4
33.	Nowadays there is not enough work to go around for everyone, so I'll not worry too much about getting a job.	SD,D	SD	10	
34.	I would like to find a job where you have to keep your mind active.	A*	A*	11	3
35.	I would like a job that allows you to daydream while you work.	D*	D	10	
36.	I would like a job that is interesting.	SA*		1	
37.	I would like a job where you work in a group with others.	A	A	21	
38.	I am looking forward to supporting myself by getting a job.	A*	A*	13	
39.	I see that a first job is really a stepping stone for a career.	A*	A*	16	2
40.	If my job got boring, I would quit.	U	D,U	46	5
41.	I would like a job where you can be your own boss.	U,A		32	
42.	I would like a job that allows you to make lots of overtime pay.	U,A		34	
43.	Employers are prepared to pay good wages in order to keep qualified staff happy.	A	U,A	29	

	MODE	PREVIOUS MODE	% UNDECIDED	SR/JR DIFFERENCE
44. Employers seem concerned only with getting as much out of their employees for as little as possible.	D,U	D,U	37	
45. I would like a job where it is difficult to be fired.	U,A		33	2
46. I would like a job that has some excitement associated with it.	A*		4	
47. Most employers are prepared to give a fair wage for an honest day's work.	A*	A*	10	
48. Most employers are prepared to reward good effort.	A*	A*	20	
49. To have a job is the duty of every Canadian.	U,A	A	29	
50. Getting a good job is usually a matter of luch - being in the right place at the right time.	D	D	16	1
51. I would move away from my home town in order to get the job that suited me.	A	A*	22	5
52. I would like to work as part of a team.	A	A	31	
53. All people should work.	A	A	26	
54. When I finish my education, I'll be able to get the kind of job that I want.	A	A	30	
55. Wasting time on a job wouldn't bother me very much.	D	D	18	
56. Most jobs are pretty interesting.	A		24	2
57. It's better to hold on to a boring job than to risk changing to a new one.	D	D	26	4
58. Most employers don't want employees who have minds of their own.	D	D,U,A	29	4
59. One of the most important things about a job is to have the respect of the other people who work at the same place.	A*	A*	5	

	MODE	PREVIOUS MODE	% UNDECIDED	SR/JR DIFFERENCE
60. More than ever before, there is a greater variety of job opportunities.	A	A	24	
61. To be successful, it is important to know someone in the right place.	D	D,U	26	
62. Most employers are prepared to give their employees credit for their original ideas.	A*	A*	25	6
63. Most jobs are competitive, so you have to do a better job than the next person.	A	A	24	5
64. It is unlikely that you can get a decent job if you don't join a union or association.	D	D,U	31	3
65. Earning a living is the most important thing in adult life.	A	D,A	17	
66. After you have worked for several months, you have every right to quit your job and go on unemployment insurance.	SD	SD,D	12	
67. I think that I know what the requirements of most jobs are.	D,A	D	26	5
68. It's usually possible to get the training needed for a job.	A*	A*	7	
69. A person should try to do a good job whether or not the boss is around.	A	A,SA	2	
70. I am prepared to work hard for good wages.	A,SA	A*	3	
71. When I am ready to go to work, I'll probably have to take what is available rather than what I really want.	A	A	24	
72. I feel confident that I will be able to handle the next step in my training.	A*	A*	16	
73. One of the most important things in a job is to have friendly co-workers.	A*	A*	11	5
74. I would like to be free to move from one company to another as my interests change.	A	U,A	33	5
75. Frankly, when I get a job I don't really want to work very hard.	D		14	1

That students appear to be confident in their ability to succeed is evident in the responses to such items as "I feel confident that I will be able to handle the next step in my training" and "When I finish my education, I'll be able to get the kind of job that I want."

Another striking result was the close agreement between the modal responses of the group in Part I and the modal responses of this group. Only Item 28 showed a difference in direction between the two questionnaire administrations.

The items which showed proportions of undecided responses exceeding .33 appeared to be items on which the students were genuinely undecided, rather than items which contain ambiguities. In all, seven items produced one third of the responses in the undecided category.

B. Subscale Data

The item scores were combined into subscale scores by assigning the following numerical values:

1 = Strongly Disagree
2 = Disagree
3 = Undecided
4 = Agree
5 = Strongly Agree

In the case of item 25 on subscale 1 (Preparation), the scoring was reversed so that the item "pointed" in the same direction as the rest of the items. This reversal was retained throughout all subsequent analyses.

Each scale has a maximum possible score of 25 and a minimum possible score of 5. Means, standard deviations and other statistics were calculated for the entire sample for each scale, and the results are shown in Table 6.

It would have been convenient to have all of the scales centered on a median of about 15, allowing for maximum variability in each direction. This would have been most easily done by having the item scores centered around 3 (Uncertain). Such a strategy would have defeated one of the purposes of the scale, i.e., to use items that would be of interest in and of themselves. Consequently, centered subscales were sacrificed for item interpretability.

In spite of the problems of maintaining item validity at the cost of maximum discrimination, the subscale scores generally exhibit reasonably good discrimination. Eleven of the fifteen scales have means in the range of 12 to 18. Interest, Diligence, and Social Relations have means which are above 19, and Laziness has a mean of 9.63. It is difficult to devise items that would have centralized the means of items on Diligence, Laziness and Interest, since such revised items would almost assuredly have changed the nature of the attitudes being measured. Some item adjustments could have changed the mean of Social Relations without violating the nature of the concept.

In all cases the means, medians and modes are approximately the same, indicating relative unskewed distributions. Three measures of variability are provided. The standard deviation indicates that the subscales with the greatest variability are Attitudes towards Unemployment and Locus of Control. Both of these subscales may contain ideas that are relatively unfamiliar to some of the students. The least variable subscale is Interest. Part of the reason for this is that there may have been a ceiling effect, preventing the variability that might otherwise have occurred.

The first and third quartiles are also shown (i.e., the 25th and 75 percentiles) to provide an approximate idea of the dispersion of responses around the median. Eight of the 15 subscales have interquartile ranges of about three points (inclusive). Only integer values have been given, since the subscales are essentially discrete, and the integer values are more useful for interpreting scores in practice. Perhaps, one could tentatively define "extreme" scores as being those above the 75th percentile, and those below the 25th percentile.

Another useful indicant of the range is the 90% high density region. This region contains 90% of the scores, and it does so in such a way that every score inside the region is more probable than every score outside the region. This indicant is useful because it takes care of any skewing that might affect the interpretation of the mean, plus or minus some standard error. Thus, the 90% high density region need not be centered on the mean or median, but it does indicate

Table 6: Scale Statistics

	MEAN	STD.DEV	MEDIAN	P_{25}	P_{75}	MODE	90% HIGH DENSITY
1. Preparation	18.02	2.43	18.1	16	19	18	14 - 21
2. Interest	20.05	2.00	20.08	18	21	20	18 - 23
3. Diligence	21.46	2.21	21.47	19	23	20	19 - 24
4. Laziness	9.63	2.84	9.31	7	11	9	6 - 14
5. Job Security	17.82	2.40	17.90	16	19	17	14 - 21
6. Pos.Emp.Char.	17.91	2.49	18.05	16	19	18	15 - 21
7. Independence	17.95	2.81	18.10	16	19	19	14 - 22
8. Money	16.40	2.85	16.30	14	18	16	13 - 21
9. Ambition	17.09	2.41	17.18	15	18	18	14 - 20
10. Locus Control	13.22	3.29	12.95	11	15	12	9 - 18
11. Confidence	17.62	2.50	17.71	15	19	18	14 - 21
12. Neg.Emp.Char.	14.63	2.87	14.54	12	16	14	11 - 18
13. Social	19.75	2.51	19.86	18	21	20	15 - 23
14. Unemployment	16.36	3.40	16.38	13	18	17	12 - 22
15. General	17.99	2.45	18.05	16	19	18	15 - 22

the most probable scores in a way that other indices do not.

Using the 90% high density region, one can see that although Laziness has the lowest mean of all of the subscales (9.63), it requires 8 points to include 90% of the students. This suggests that while the typical student is opposed to the notion of "something for nothing", there are some students who might be viewed as almost subscribing to the notion.

Interest and Diligence are the only two subscales where the 90% high density region does not touch the central values of 14, 15 or 16. For these two subscales, the people generally fall in the region of 18 to 24.

C. Relationships Between Items and Subscales

The relationships between items and subscales were investigated in two ways. First, correlations were calculated between each item and each subscale score. The results are shown in Table 7. All items had higher correlations on the subscale to which they belonged than on any other subscale. All correlations between subscales and their items exceeded .40, and 60 of the 75 cases had correlations above .50. Preparation had three item subscale correlations below .50, and the General Attitudes subscale did not have any correlations greater than .58. These were the two subscales with the poorest showing, and even with these there is little cause for concern.

TABLE 7
ITEM FACTOR LOADINGS* AND ITEM-SCALE CORRELATIONS*

Scale	Factor 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Item-Scale Correlation
Preparation																
18								57		26						47
19	26							57								41
25															-69	66
32			32												-52	60
68								40								47
Interest & Variability																
16	53															64
34	55															64
36	41	25														57
40							-60									51
46		34														53
Diligence																
15	30											37				59
20	37													26		59
22	41															57

* Decimals have been omitted.

Scale		Factor															Item-Scale Correlation
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
	69	49													36		60
	70	59															68
Laziness																	
	33	-40															54
	35	-52	28														64
	55	-56															67
	66	-50															62
	75	-62															70
Job Security																	
	3													52			48
	5		36											53			57
	23		34								-27						54
	45		28					27					30				59
	57							45									45
Positive Employee Characteristics																	
	12																53
	43			43							26						63
	47			57													57

Scale								Factor								Item-Scale
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Correlation
48			60													66
62			57													58
Independence																
1		61														65
17		59														63
41		58														65
51	29						-32								27	46
74		34													26	53
Money																
4		31							26			50				49
21												38		29		54
24										-44						61
29												56				59
42												57				58
Ambition																
28									37					-29		52
30									54							49
31									69							61

	Factor															
Scale	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Item-Scale Correlation
39			26													50
63												33				49
Locus of Control																
8					69											68
50					67											68
61					71											72
64					37											48
71							51		29							49
Confidence																
9				27						36						58
54								501								59
60										54						59
67								40								49
72	30							48								44
Negative Employee Characteristics																
6						38										54
11						64										60
26						52										54

								Factor								
Scale	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Item-Scale Correlation
44			-25			65										72
58						46										57
Social Relations																
2											38		43			60
37											73					74
52											80					69
59	37													47		53
73														63		52
Unemployment																
7				54												61
14				35			26									51
49				73												71
53				76												70
65				40						-27						61
General																
10													49			55
13										34						53
27												-51				48
38								26								45
56			43										25			58

The second procedure for establishing the item subscale relationships was a principal components analysis of item intercorrelations. Fifteen components were extracted and rotated to the varimax criterion. Time constraints precluded the use of procrustean solutions for fitting items to scales, and so in interpreting the varimax loadings, it must be borne in mind that the solution may not be the optimal solution for fitting items to subscales.

The results of the analysis are shown in Table 7. To make the interpretation easier for the reader, only those loadings which are greater than .25 in absolute value are shown. A more complete table is available on request from the authors.

The goodness of fit was rated on a five point scale (0 to 4) for each of the subscales. If all of the items on a subscale had loadings on the same component exceeding .25, then that subscale was given a rating of 4. Four subscales received the rating of 4. They were: Diligence, Laziness, Negative Employer Characteristics, and Unemployment.

A rating of 3 was given to subscales on which 4 of the five items had loadings greater than .25 on the same component. Four subscales achieved this rating: Positive Employer Characteristics, Independence, Money, and Locus of Control.

To receive a rating of 2, the items were split between two components (three on one and two on the other). Preparation, Job Security, Confidence, and Social Relations received this rating.

Interest and Ambition had three items on a single component, and received ratings of 1. Not unexpectedly, the General scale exhibited poor factorial "purity", having its items spread over four different components. This subscale received a rating of 0.

It was felt that this rating scale was fairly rigorous, and any subscale that had a rating of two or better was well within the acceptable limits of consistency, especially in view of the strong evidence gained from the item-subscale correlations.

All of the items on the Interest subscale were rated highly. (The subscale mean was high, and the standard deviation was the lowest of all the subscales.) The General subscale, because of its nature, is unlikely to be unidimensional, and so there is very little that can be done about it. The behavior of the Ambition subscale is a matter of some concern. Perhaps the concepts of single-minded ambition do not develop until later in a person's life, and so the items may lack cohesion at this level.

Many items loaded on more than one component. This was not a matter of concern, since the subscales are not intended to be completely independent. The charge of the Steering Committee was such that certain related facets of attitudes towards work were of interest. As much as possible, these facets have been included in one form or another.

D. Subscale Factor Analysis

Intercorrelations were calculated amongst the 15 subscales, and the results were factored according to an iterated factor solution. Twelve varimax factors seemed to account for the data.

The largest correlation (in absolute value) occurred between Laziness and Diligence. The value, -.458, indicates that while there is a significant correlation between these two subscales, they are not to be considered as opposite ends of the same continuum. The second highest correlation was .353 between Diligence and Interest. All other pairs of subscales had lower correlations, and this is reflected in the factor solution.

If one uses a criterion value of .30 as indicative of the salient variables for each factor, then 6 of the 12 factors are single subscale factors. These are:

Factor 1: Money (.567)
Factor 6: Ambition (.537)
Factor 7: Preparation (.547)
Factor 9: Unemployment (.322)
Factor 10: Positive Employer Characteristics (.465)
Factor 11: Locus of Control (.488)

Five factors have pairs of subscales loading on them, and one factor is a sort of general factor with four subsclasses loading on it:

Factor 2: Independence (.692)
Interest (.534)

Factor 3: Diligence (.526)
Laziness (-.779)

Factor 4: Negative Employer Characteristics (.634)
Positive Employer Characteristics (-.356)

Factor 8: Job Security (.567)
Unemployment (.465)

Factor 12: Confidence (.589)
General (.346)

Factor 5: Social (.589)
General (.437)
Interest (.393)
Diligence (.308)

Factor 2 appears to be combining elements from the two subscales that might indicate challenge of independence. Factors three and four have an obvious bipolarity, although the loadings are not sufficiently strong to indicate that the respective subscales should be combined. Diligence, and Positive Employer Characteristics assert some "independence" by loading elsewhere as well. As noted earlier, Factor 5 is a general factor. Factor 8 has a common element of employment running through it, and Factor 12 is, in actuality, the Confidence factor. The loading of the General subscale on this factor is caused by the items on that scale which refer to general outlooks on employment.

In summary, the factor solution gives strong evidence for the structural validity of the subscales. The complete correlation matrix and varimax solution is shown in Appendix 2.

E. Validity Studies

Within the constraints of time allocated to the study, several attempts were made to investigate the validity of the subscale scores. The first of these attempts made use of the background information to see if different groups responded to the subscales in a different fashion. The means are shown in Tables 8 - 13.

Differences Between Junior and Senior High School Responses

The high school and junior high school groups were compared using a one way analysis of variance. The number of junior high school students was approximately 460, and the number of high school students was approximately 560. (Variations in the numbers caused by students omitting responses and thus not having complete subscale scores). Because of the large numbers, the tests had the power to detect small differences. In spite of this, only seven of the fifteen subscales showed significant differences. (Table 8).

TABLE 8

Means For Significant Junior/Senior Differences

Subscale	Junior High	Senior High
Preparation	18.5	17.5
Interest	19.8	20.2
Diligence	NSD	
Laziness	NSD	
Job Security	NSD	
Positive Emp. Characteristics	18.1	17.7
Independence	17.4	18.3
Money	16.66	16.18
Ambition	NSD	
Locus of Control	12.9	13.49
Confidence	17.37	17.83
Negative Emp. Characteristics	NSD	
Social	NSD	
Unemployment	NSD	
General	NSD	

Junior High (JH) students rated their Preparation higher than did the Senior High students (SH). The means were 18.5 and 17.5 respectively, suggesting that as the students approached entry to the world of work, they perceived their training as being slightly less adequate than students who were farther away.

SH students rated the importance of Interest and Variability in a job higher than JH students (JH=19.8, SH=20.2). Consistent with this finding was the difference between the means on Independence, where the JH mean was 17.4 and the SH mean was 18.3.

There were no significant differences on Diligence, Job Security, Laziness, Ambition, or Negative Employer Characteristics, but the JH group viewed employers more positively (mean=18.1) than the SH group (mean=17.7) on Positive Employer Characteristics.

The JH students rated the Money factor slightly more important than did the SH group (mean=16.66 as compared with 16.18), a finding that seems consistent with the findings on Interest and Independence. Perhaps the SH group has begun to develop a realistic assessment of their earning potential.

A somewhat puzzling finding was the difference between the two groups on Confidence . The SH group had a higher Confidence mean (17.83 as compared with 17.37), but they also had a higher Locus of Control mean indicating that they tended to see obtaining and holding a job as being less in their control than the JH students. (The means were

SH=13.49, JH=12.9). Perhaps the SH group is showing a growth toward a realistic assessment, and the JH group is idealistic.

In general, the differences between the two groups made some sense in terms of the kinds of experiences that two groups would have encountered up to this point. The greater likelihood of having had work experience in the SH group would perhaps tend to temper their judgment.

Sex Differences

Two way analyses of variance (level by sex) were conducted on all subscale scores. Since about half of the subscales had exhibited differences on grade level, it was thought that interactions might occur between grade level and some of the other background variables. To check this cut, all subsequent analyses used a two way analysis.

In the case of the sex variable (see Table 9), there were no interactions with level, indicating that whatever sex differences exist, exist at both levels. Sex differences occurred on all but three subscales. In general, the girls rated Job Security, Independence, Ambition, and Money as being less important than boys did. The girls rated Interest and Variability in a job higher than did boys, they were more negative on Laziness than boys, and rated the Negative Employer Characteristics lower than boys. The Social aspects of work seemed more important to girls, and they had more

TABLE 9

Two Way ANOVA: Level by Sex

			Means	
Subscale	Sig Effects	Level	Female	Male
Preparation	L	JH		
		SH		
Interest	L,S	JH	20.0	19.6
		SH	20.4	20.0
Diligence		JH		
		SH		
Laziness	S	JH	9.3	10.2
		SH	9.0	10.3
Job Security	S	JH	17.7	18.1
		SH	17.5	18.1
Positive Emp. Characteristics	L	JH		
		SH		
Independence	L,S	JH	17.0	17.9
		SH	18.1	18.7
Money	L,S	JH	16.1	17.3
		SH	15.5	17.0
Ambition	S	JH	16.9	17.6
		SH	16.8	17.2
Locus of Control	L,S	JH	12.6	13.2
		SH	13.3	13.7
Confidence	L,S	JH	17.1	17.7
		SH	17.6	18.1
Negative Emp. Characteristics	L,S	JH	14.5	15.2
		SH	14.3	14.7
Social	S	JH	20.0	19.2
		SH	20.3	19.3
Unemployment	S	JH	15.8	17.1
		SH	15.5	17.3
General	S	JH	18.2	17.7
		SH	18.4	17.6

moderate views on unemployment. The girls tended to rate the external factors on holding jobs as being less important than boys, and, on General Attitudes, had a more positive attitude toward earning a living.

It seems clear from the results of this study that the girls seem to possess many of the attitudes towards work that reflect a male-dominated work environment. Although the differences are not great (less than one point in all cases except for Money and Unemployment), they all seem to be in the direction of what could be described as the stereotype. Given the great inertia that seems to have confronted social movement in the past five years or so, these data are taken as supporting the validity of the scale. In other words, it seems likely that if opinions that appear in the popular press and on radio talk shows are true, the subscales seem to be reflecting attitudes accurately. (An article in the Edmonton Journal, Oct. 26, 1978, supports this contention. It was reported by Canadian Press that two researchers from the Ontario Institute for Studies in Education, Avis Glaze and Lyz Sayer, found that Ontario high school girls in their sample "look to future careers in traditional female jobs and are not prepared for long years of working.")

Program Differences

Students were asked to indicate which programs they were taking, or intended to take when they reached high school. They were given the choice of Technical, Academic, Business, General, Undecided, and No Main Emphasis. Program differences appeared on all subscales except Job Security, Ambition, and Social. Interactions appeared on Preparation and Independence. (Table 10).

Generally speaking, the Technical, Academic and Business groups felt better prepared than the other groups, a finding which would tend to support the validity of the scale. However, the Business group showed a two point drop-off from grade 9 to grade 12, suggesting that as they approached the impending job market, this group had the most misgivings of the "decided" groups. The Academic and Technical groups, while experiencing some drop-off, showed less change than the Business group. This would be consistent with the notion that the Business group was closer to entering the world of work than the other two groups.

The Academic group had the highest Interest rating, while the Undecided and General groups had the lowest ratings. Again, this would appear to be consistent with the validity assertion. Similarly, the Undecided and No Main Interest groups had the lowest scores on Diligence (about a

TABLE 10

Two Way ANOVA: Level x Program

Subscale	Sig Effects	Level	Means Tech.	Academ.	Bus.	Gen.	Undec.	No Main
Preparation	L,P,I	JH	18.2	19.1	19.6	17.6	17.9	18.9
		SH	17.9	17.8	17.5	17.3	16.9	17.7
Interest	L,P	JH	19.5	20.2	19.9	19.3	19.6	19.5
		SH	20.2	20.6	19.8	19.8	19.8	20.2
Diligence	P	JH	21.8	21.5	22.9	21.3	20.9	20.7
		SH	21.8	21.7	22.0	20.9	20.7	20.5
Laziness	P	JH	10.1	8.5	8.9	9.3	10.5	10.6
		SH	9.3	9.2	8.8	10.1	10.8	10.7
Job Security		JH						
		SH						
Positive Emp. Characteristics	P	JH	18.0	18.0	19.4	17.5	17.6	18.8
		SH	18.5	17.9	17.9	17.3	17.3	17.2
Independence	L,P,I	JH	18.6	17.1	16.8	17.8	17.4	16.3
		SH	18.5	18.8	18.4	17.4	18.3	18.7
Money	P	JH	17.7	15.8	17.4	16.1	17.0	16.2
		SH	17.1	15.8	16.2	16.4	16.7	16.2
Ambition		JH						
		SH						
Locus of Control	L,P	JH	13.2	11.9	12.9	13.9	13.6	13.7
		SH	13.0	13.5	12.7	13.5	14.7	13.9
Confidence	L,P	JH	17.3	17.4	18.1	17.1	16.8	17.7
		SH	18.4	17.9	18.5	17.8	16.7	16.5
Negative Emp. Characteristics	P	JH	14.5	14.3	14.9	13.4	15.4	13.2
		SH	14.5	14.2	14.3	14.7	15.8	14.2
Social		JH						
		SH						
Unemployment	P	JH	16.6	15.6	18.1	15.6	16.6	14.5
		SH	17.5	15.9	16.6	16.4	16.7	15.7
General	P	JH	18.1	17.7	19.0	17.6	17.6	19.2
		SH	17.8	18.1	18.6	17.8	18.2	16.3

point below the others), and the highest rating on Laziness (again, about a point difference).

The Technical, Academic and Business groups had high scores on Positive Employer Characteristics but, on Negative Employer Characteristics, all groups had about the same scores except for the No Main Emphasis group. The Technical group had the highest Independence scores, perhaps because of the broad job market that awaits them. The Academic group had the lowest scores on Money, an opinion consistent with some people's view of reality, and the Business group had the lowest score on Locus of Control, indicating that getting and holding a job was seen as being more under their own control than in the other groups.

The least confident groups were the Undecided and No Main Emphasis groups, possibly indicating a causal relationship. The most confident group was the Business group and, in addition, they had the highest score on the General Attitudes subscale.

The Academic and No Main Emphasis groups had the most moderate scores on Unemployment, the latter perhaps because they may see themselves as being unemployed. The Undecided group scored highest on Negative Employer perceptions. Although the proportion of students in the Undecided group who had work experience was about the same as the proportions in any other group, perhaps the Undecided group contained more people who had some work experience of an unpleasant sort. (The breakdown of the program groups according to prior job experience is shown in Appendix 3.)

In general, the relationships between program and subscale means seem to support the contention that the subscales are producing information that is consistent with the common lore and, in that sense, there is some validity to this attitude opinionnaire when the items are compiled into subscales.

Job Aspiration Differences

The students were asked to indicate the kinds of jobs that they would like to have when they were ready to enter the world of work. A very crude rating scale was placed on the results. An attempt was made to rate the responses according to the amount of training that would be required for the position. Five levels were defined: No Training (or on-the-job training) e.g., salesclerk; Some Training (up to about a year) e.g., secretary, machine driver, pilot; Technical School (more than a year) e.g., electrician, registered nurse, farmer, owner of a business; Bachelor's Degree; and Postgraduate education.

Differences occurred on Preparation, Interest, Laziness, Independence, Money, and Unemployment. (Table 11). In general, the Postgraduate group had highest scores on Preparation, Interest and Independence. The Technical group had the highest scores on Money, and they were the most critical of Unemployment. The No Training group had the

TABLE 11

Two Way ANOVA: Level by Job Aspiration

Subscale	Sig Effects	Level	Means				
			No.Tr.	Some	Tech	Bach	Post
Preparation	L,J	JH	17.6	18.8	18.7	18.6	19.7
		SH	17.5	17.6	18.0	17.5	17.8
Interest	L,J	JH	19.4	19.7	19.8	20.0	20.1
		SH	20.2	19.9	20.1	20.9	21.2
Diligence		JH					
		SH					
Laziness	J	JH	9.9	9.0	10.1	9.2	9.3
		SH	10.1	9.3	9.6	9.0	8.8
Job Security		JH					
		SH					
Positive Emp. Characteristics		JH					
		SH					
Independence	L,J	JH	17.4	17.1	17.6	17.5	18.2
		SH	18.1	17.7	18.3	19.0	19.0
Money	L,J	JH	17.1	16.6	17.2	15.7	15.8
		SH	15.7	15.9	16.5	16.0	15.3
Ambition		JH					
		SH					
Locus of Control	L	JH					
		SH					
Confidence	L	JH					
		SH					
Negative Emp. Characteristics		JH					
		SH					
Social		JH					
		SH					
Unemployment	J	JH	16.7	16.8	16.9	15.4	15.6
		SH	16.1	15.6	17.0	15.9	15.3
General		JH					
		SH					

highest scores on Laziness, but the differences from the other groups were less than a point.

Part-Time Job Differences

Students were asked whether they held a part-time job. About a third of the JH group and about three-fifths of the SH group said that they were holding part-time jobs. Confidence was the only subscale which indicated a difference between the two groups. (Table 12). Students who were holding part-time jobs had higher means than those who did not hold such jobs. This is certainly consistent with the validity assertions, but stronger evidence would have been claimed if differences had occurred on such scales as Employer Characteristics, Money, and Diligence scales. Perhaps the experience gained through part-time jobs is not viewed by the students as being generalizable to the world of work.

Full-Time Job Differences

One quarter of the JH group and three-fifths of the SH group claimed some previous full-time job experience. Between group differences occurred on seven subscales. (Table 13).

Students with full-time work experience rated their Preparation lower, and they seemed to rate Interest lower

TABLE 12

Two Way ANOVA: Level by Part-Time Job

			Means	
Subscale	Sig Effects	Level	PT. Job	No PT. Job
Preparation	L	JH		
		SH		
Interest	L	JH		
		SH		
Diligence		JH		
		SH		
Laziness		JH		
		SH		
Job Security		JH		
		SH		
Positive Emp. Characteristics	L	JH		
		SH		
Independence	L	JH		
		SH		
Money	L	JH		
		SH		
Ambition		JH		
		SH		
Locus of Control	L	JH		
		SH		
Confidence	L,P	JH	17.63	17.23
		SH	17.95	17.68
Negative Emp. Characteristics	L	JH		
		SH		
Social	I	JH	19.42	19.70
		SH	20.09	19.55
Unemployment		JH		
		SH		
General		JH		
		SH		

TABLE 13

Two Way ANOVA: Level x Full Time Job

			Means	
Subscale	Sig Effects	Level	FT. Job	No FT. Job
Preparation	L,F	JH	18.2	18.6
		SH	17.5	17.7
Interest	L,F	JH	19.6	19.9
		SH	20.1	20.4
Diligence		JH		
		SH		
Laziness		JH		
		SH		
Job Security		JH		
		SH		
Positive Emp. Characteristics	L,F	JH	18.2	18.1
		SH	17.9	17.4
Independence	L	JH		
		SH		
Money	L,F	JH	16.7	16.7
		SH	16.4	15.7
Ambition		JH		
		SH		
Locus of Control	L	JH		
		SH		
Confidence	F,I	JH	18.1	17.2
		SH	17.9	17.7
Negative Emp. Characteristics	F	JH	14.4	14.9
		SH	14.3	14.8
Social		JH		
		SH		
Unemployment	F,I	JH	16.5	16.5
		SH	16.6	15.7
General		JH		
		SH		

than the other group. They were less severe in their ratings of employers in terms of Negative Characteristics, but they were more severe in their assessment of Unemployment. The people with full-time experience rated the importance of Money more highly than the other group; they had more Confidence, and they rated employers more positively. All of these findings seem consistent with the hypothesis that full-time work experience may give students a more realistic perspective on the world of work. In no case were the differences great and generally speaking one would have to say that both groups appeared to possess reasonably healthy attitudes towards the world of work, both in terms of their own likelihood of success and in terms of the overall social good.

F. Wetaskiwin Study

As a result of discussions with various students at the University of Alberta's 1978 Summer Session, it was learned that a teacher at the Wetaskiwin Composite High School had identified a pair of contrasting groups whose attitudes and values were identified as being very dissimilar. The teacher, Mr. Arden Schnee, was contacted and agreed to administer the instrument to both groups. The first group, enrolled in Chemistry 30, consisted of an achieving, college-bound group. Generally, they were students who took their studies seriously and who were likely to be successful in their chosen endeavors. The second group, enrolled in Mathematics 15, was made up of a group of students who didn't do well in school and, possibly as a consequence or perhaps as a causal factor, were not positively disposed to education and its potential benefits. The average scores for the two groups are shown in Table 14.

The two groups showed significant differences on all but five subscales. (Preparation, Job Security, Ambition, Unemployment, and General). On all other scales, the differences were in the hypothesized direction. The Chemistry 30 group saw Interest and Variability as being more important in a job; they seemed to value Diligence more (and Laziness less); they saw employers in a more positive light; they sought more Independence; Money was less of a concern; they saw Control being more likely to be vested in themselves; they were far more Confident; and seemed to value more Social jobs. In short, the subscales seemed to discriminate between the two groups in about the same way that the teacher's professional judgment had.

TABLE 14

Wetaskiwin Group Differences

		Means	
Subscale	Sig Effects	Math 15	Chem 30
Preparation	No	17.41	17.81
Interest	Yes	18.85	20.93
Diligence	Yes	20.50	21.93
Laziness	Yes	11.26	8.50
Job Security	No	18.74	17.97
Positive Emp. Characteristics	Yes	16.96	18.57
Independence	Yes	17.26	19.10
Money	Yes	16.81	15.00
Ambition	No	16.08	17.07
Locus of Control	Yes	14.21	12.27
Confidence	Yes	16.29	18.10
Negative Emp. Characteristics	Yes	15.93	13.77
Social	Yes	18.73	20.23
Unemployment	No	17.42	16.33
General	No	17.96	19.21

G. Student Comments

On the last page of the instrument (Form I), the students were invited to write comments. Many took the opportunity to do so. The number of comments received from each school is shown in Table 15. About one-third of the total group commented on the instrument.

The comments are shown in Table 16. They have been classified into groups roughly along the lines of the subscales. One of the striking things that can be seen with reference to Preparation is the feeling expressed by many students that there is a lack of guidance in career education.

The general feeling about Interest and Variability indicates that it is an important component of job satisfaction, thus supporting the generally high subscale average. The Diligence and Laziness comments support the notion that students seem willing to work hard for what they want in life, again supporting earlier findings.

Some of the comments that were received with respect to employer characteristics noted that, without much experience, it is difficult to make the kinds of judgments that are called for. This is a difficult criticism to answer since it is expected that the students would not necessarily have the experience, yet it seems important to tap their feelings in this regard.

There seems to be a realistic approach to the questions of money. Students seem to support the notion that money isn't everything, although it is certainly desirable.

In developing the scale, it was felt that there might be some difficulty with the notion of Locus of Control. The comments seem to indicate that the students have a good operational understanding of the concept and, as in many other matters, there are both internally controlled people and externally controlled people. The question raised in the Experience section is a complex one. Experience is necessary, but how do you get it? Perhaps this is an area where work-study programs might be useful.

In summary, the comments seem to support the subscale findings of a generally optimistic adolescent group. The comments on Confidence in Success exemplify this by illustrating a positive outlook toward the job market that is consistent with the general subscale findings.

Table 15: Respondents Commenting on Form I

School Number and Name	Number of Respondents	Number of Commentators	Proportion Commenting
01 St. Hilda J.H.	44	15	.34
02 St. Brendan J.H.	55	17	.31
03 Sir John Thompson J.H.	44	21	.48
04 St. Mary's S.H.	53	17	.32
05 Archbishop Macdonald S.H.	56	20	.44
06 Archbishop O'Leary S.H.	44	15	.34
07 Wetaskiwin S.H.	27	11	.41
08 Wetaskiwin S.H.	30	12	.40
09 Lacombe J.H.	52	9	.21
10 Lacombe S.H.	49	12	.24
11 St. Thomas Aquinas J.H.	69	26	.38
12 Camille Lerouge S.H.	103	39	.38
13 Andrew J.H.	39	10	.25
14 Andrew S.H.	33	12	.36
5 Crescent Hts. S.H.	48	11	.23

16 Alexandra J.H.	56	13	.23
17 Jasper S.H.	56	12	.21
18 Jasper J.H.	58	10	.17
19 Winston Churchill S.H.	69	18	.26
20 Wilson J.H.	49	22	.45

Summary: Average Proportions

Junior High Schools = .3[illegible]
Senior High Schools = .33

Range

.17 (Jasper J.H.) to .48 (Sir John Thompson J.H.)

Table 16: Student Comments

A. Preparation

Career Education

1. The school system doesn't provide enough information on what subjects you have to take to get into a job.
2. Students should be aware of how to go about looking for a job. That type of guidance is not offered at school.
3. What we take in school will not really help us greatly out of school.
4. I think schcols should have a better outline to show students the job opportunities.
5. I think the school system should teach more of what the business world is like to prepare us for it.
6. I feel that it is important for high school students to know where they want to go once they leave school. I am presently undecided and I wish that I wasn't.
7. I feel that there should be more emphasis on helping the student prepare for further education of future careers.
8. A lot of what we are taught today is irrelevent when you finally get a job. We should be taught more about how, where and when to look for a job in school and not have to play "guessing games" after graduation.
9. There should be more emphasis on teaching students how to choose the job suited to them.
10. Jr. High schools should explain more about jobs and job opportunities.
11. More schools should have more job hunting training.
12. High school is useless for my job.
13. I think high schools should work more towards helping students decide what they want to become and help them become what they want.
14. The school does not prepare a person for a job.

15. A lot of people come out of high school with no ideas for a job. We should try to help these people to choose the right job for them.

Vocational Skill Training

1. It's unfortunate that our educational systems emphasizes turning out technically skilled robots for the job market.
2. I believe school should focus on the more practical aspects of life. Learning to use a hammer is as important as learning to use a log book.
3. The school doesn't give courses that train you for jobs that you might be interested in even though they have the teacher that can teach you.
4. Should have more job training courses in Junior High. In our school it's mostly academic.
5. It is very true that they don't have enough courses taught that will be of good use on the job.
6. Schools do not teach much besides academic and thus, do not help.

   Our school needs better working programs. Also need a better wood and mechanic shop.

8. Our school does not have any classes to teach decorating except art and bissness, but not good enough.
9. I think that the school board should put in classes that suit the needs of a student for his career.
10. In High Schools I don't think they teach enough different types of skills useful in business. But they do teach a lot of stuff that is totally useless.

PostSecondary Training

1. The future is very important and it is a good idea to know what you want and train for it.
2. Many people today are qualified for top jobs. I think today if your going to get a decent job and work yourself up to it, an University Education is nessasary for a full benefitioned life.

3. It is hard to get a better education after high school. I think it's rediculous and unfair that only about 10% to 15% of students will be accepted.
4. Some of these questions don't apply to students that have plans for a good education and job (University).

General Comments

1. I think that all students who work should hold school as their top priority. Otherwise they face a life of manual labour. Every year of schooling is worth far more than the wages of a part time job.
2. I feel school gives you the basic outline of survival in a society.
3. The best way to learn is to learn as you work at the job because the school doesn't acualy teach what I want to do.
4. I think high school is totally useless whether a person plans to go to University or right out to a job. It is a waste of the best years of learning of a person's life.
5. We work hard for twelve years and we get nothing in return.

B. Interest and Variability

1. I think it is difficult to find a job one really wants to work at and is interested in. Usually one starts out at odd jobs and, in the meantime, tries to find something more to his liking.
2. Personally, if my job is interesting and enjoyable, that is much more important to me than higher wages.
3. If you are willing to strive at the requirements to make it interesting, the job will be just that.
4. I am willing to work hard, but at a job I'm interested in.
5. When I get a job I want it to be interesting.

6. Whatever I do, I want to be happy so I'll always do my best because I'm a person who if bored may be tempted to slack and not do my best.

7. I like to be kept busy at work because the boredom sets in when you aren't busy. Keeping the mind functional on the job is basic to your interest in it.

C. Diligence

A Necessity in Keeping a Job

1. The job opportunities nowadays aren't very good so I feel that one must prove to an employer that he is worthy of a job and will do his best; if he doesn't, then he should expect to be fired.

2. I think that finding a good job is not too hard if you are willing to work.

3. I don't think that it's hard for anyone who really wants a job to find one. But they must keep trying and don't give up. Once they have the job, they must work hard to keep it.

Dependent on the Type of Job

1. It all depends on the type of job I have if I am going to work hard.

2. To do a good job I have to want to do what I picked and try my hardest at it.

The Work Ethic

1. When I do get a fulltime job I would like to try my best and be appreciated for it and then try harder after that.
2. I think everyone should work to their potential and do the best possible.
3. I think that when a person has a job they should work hard at it until they have a good reason to quit.
4. I feel you should set your mind to work wether you like it or not.
5. I hope to have a good job, work hard and get along with my co-workers.
6. I hope I get good training and I intend to work hard in the future.
7. I feel I would enjoy a job where there is work to be done. I am not afraid of hard work.
8. A job that isn't done properly is not worth doing at all.
9. A job, no matter what kind, is good for you if you accept the responsibilities to your boss and fellow employees.

D. Laziness

1. I think that people (18 or over) are too lazy to look for a job and don't take any job that comes up if they like it or not.
2. If a person is prepared to work for what he wants, usually he will get it. There is no room for laziness or slacking off in our society.
3. Part time jobs aren't really scarce if you know where to look. However, I would rather not have to support myself, but be supported.
4. I think it is very unfortunate that so many people are unemployed simply because they are not willing to do any work where effort is required.

E. Security

1. People should not just try for one occupation; leave as many doors open as you can.
2. One should try to train for better jobs for a better sense of security.

F. Positive Employer Characteristics

1. Your employer isn't out to get you. He's there to help you.
2. Sometimes it help to know someone on the top. But most employers are pretty fair about things know a days. And give everyone an equal chance.
3. A person can't rate all employers under the same categorie. Employers of small businesses are more personal.
4. Questions about adults and unions are very hard to answer because of inexperience.
5. These (questions) were hard to answer because you don't know what the employer will feel.
6. It is really stupid because we don't know very much about employers and what they do or think about employees.

G. Independence

1. I hope that when I get a job that my employer will let me make some decisions for whatever the problem might be.
2. The most important thing to me is freedom.
3. I would like to work with perhaps one other more experienced and wiser person on a farm, and also deal with many others, but not work in a group.
4. I think I would like to get a part time job and be a little independant but not too independant - I'm not ready.

H. Money

1. Specification between job that we do for money to keep occupied and jobs that we want to do (in future) would be helpful.

2. I would like a job with good pay, but I would like a job that I like.

3. I want some money to go skiing but I don't want to get behind in school so I don't know what to do.

4. I want a job because I need some money.

5. I can't wait to get a full time job and make money because if I have a good job then I feel a responsibility to my job.

6. Last year I worked very hard at a paint store, loading and unloading trucks, stocking shelves, being a clerk and doing arends for only three dollars an hour.

7. People should hire more Junior High students. They need money too.

8. If I enjoy what I'm doing the pay is no object.

9. I feel that when you get a job high or low pay you should do it to the best of your ability.

10. I feel if you have a well paying job you should be willing to work hard for the pay. But money isn't everything, especially if you have a job you like.

11. Wages aren't all important, rather liking your job. If you do like what you're doing you are more likely to put the extra effort into your job.

I. Ambition

1. I think that people can do their best if their minds are set to it. You can be whoever you want to be if you're willing.

2. Work should be stimulating and challenging, but never an obsession. Advancing is more important than a high salary.

3. Our rates of unemployment are high but anyone can get a job and with it, work up if they really want to.

4. Attitude and ambition should come hand in hand. The boss should notice if these two points are there.

5. Living in ...., work is all around you. I was working when I was twelve. I have made somewhere in the range of 14,000 dollars in four years.

C. Locus of Control

General Comments

1. It is rather hard to get a job when you are an Indian.

2. If everything was the way I put it, it would be perfect but I know it all doesn't happen this way.

3. I know what I want but I wonder if I can get it.

4. I don't think this is going to do any good because you can't change anything; the jobs are there, the pay is there. You can't really change that except to invent new ones.

5. I think that there are too many immigrants in this country who make it hard for Canadian citizens to find a job.

Limited Choice of Jobs

1. It is difficult to sometimes find the job that you really want and you have to settle for what comes along.

2. Most people seem to get whatever job they can, rather than something they'd really like to do.

It's Who You Know That Counts

1. Most companies will not hire young people unless their family or some part is in high places or standings.

2. Which companies hire people because they are qualified, and not because they know someone there?

3. "It's not what you know but who you know". I think mainly in the first job this holds true.

4. Lots of people get jobs because they know someone in that business.

Experience Counts

1. If you want a job, most people need experience. If you have no experience, how do you get your first job?

2. How many students do you have at the office where you work?

3. Some jobs want experienced people, but how could you be experienced when no one will hire you?

4. It is hard to get a job with no experience behind you. Employers want someone who knows what they are doing so they don't have to train somebody who doesn't.

5. Most people ask for experience, but where do you get experience when that's what they want?

K. Confidence in Success

1. I feel that job opportunity exists within the individual and he cannot find a job that is agreeable to him until he realizes this and prepares himself accordingly.

2. If you really want a job it's their waiting. It only takes a little bit of dedication.

3. There are lots of oppertunities if you are willing to look for them. Nowdays we have a very large choice of fields we can enter.

4. I think there are a lot of myths about jobs and job hunting. The fact is there is a job for anyone who is willing to go out and work hard for the money.

5. I shorly believe their are jobs for those who want them.

6. I think a job is open to anybody who is really looking forward for a job.

L. Negative Employer Characteristics

1. I would like to see some employers ready and willing to train young people rather than keep old people who are experienced but can't work at top efficiency.
2. Kids our age don't have enough information about what to do if your employer is cheating on you.
3. Often at work there is too much emphasis on the most you can get out of an employee with the least pay.
4. Some employers pay as little as they can for the best experience.
5. Many bosses take kids our age for granted and show less concern as if he/she is not as important as an adult in the same situation.

M. Social Relations

1. A good wage is nice but most important is a job that you can get along with employers and fellow workers, and you enjoy.
2. You should be able to enjoy your job but I feel the most important thing is doing it right and trying to help people, for "People do need People".
3. I feel having a job is important. I feel friendliness is an important aspect.
4. I think if you do a good job at a career and make good wages you should still make time for your friends.
5. I've never really been good in speaking out in front of a group, but person-to-person relations is probably what I'm looking for.

N. Attitudes toward Unemployment

1. There are two kinds of people in the world. People that have jobs and don't care about them, and people like me who want jobs and can't get them.
2. Nowadays kids aren't trying hard enough to look for jobs, they just sit around and say, "boy, do I ever need a job", but they never want to do anything about it.
3. Why is unemployment so high here in Alberta, a growing province?
4. Will this help me get a job?
5. Why is it still so hard to find a job?
6. There are not many jobs nowadays. There is so much unemployment.
7. I agree that to be unemployed is shameful if the person is not looking for work, but sometimes there is no work around.
8. I have been looking for a job for months; no luck yet but you still must try.
9. Not everyone should have to work, but they shouldn't make a special effort to avoid it.
10. I think that more jobs for high school grads should be made available because they need them the most.
11. I think there should be more job oppurtunities for people under sixteen and that they have a system of pay for these people.

O. General Attitudes Toward Earning a Living

1. You either get a good job or you'll be a looser in life.
2. You must also be responsible for the job you have to make it work the way you want it to.
3. People should have pride in their work and be happy at the job they've taken.
4. Respect is a very important part of any job.

5. All people should work, but it doesn't have to be in a profession. Women who stay at home and raise families have full time jobs right there.

6. I feel all jobs are important, no matter what field of work you choose.

7. Work should be a learning experiance but also an enjoyable experiance.

8. One should enjoy his work in order to have a good attitude about life.

9. My job is going to be what I think is a good, helpful and fullfilling job - something that can benefit me and my community.

P. General Comments on the Questionnaire

1. This was an interesting survey - do you make statistics out of this?

2. This has been a quite good aplication.

3. I think this questionaire is a very good idea. I hope you continue it - We all need a little guidence.

4. Make the questions more pacific.

5. Your questions and statements are redundant to the point of frustration.

6. The grammar in this questionaire is very poor. A bad reflection on the standard of education in our province, and a disgrace to the Ministry.

7. The differentiation between job and career should be made. A job is work on a short time basis i.e. summer jobs - part time. Career work is for a life-time.

8. There should have been questions about guaranteed annual income and whether or not we think we are moving towards a less work-oriented society.

9. It was a good questionaire. You should give it to some of the managers and businessmen in Edmonton. Good Luck, Tom and Eugene.

H. NAIT Group

The instrument was administered to 77 students at the Northern Alberta Institute of Technology. The students are enrolled in a technical upgrading program; approximately 75% have been out of school for at least one year and have had work experience.

The subscale means for the NAIT group are shown in Table 17 together with the standard errors of these means. For comparison, the means of the school group are also shown. Significant results occurred on six of the fifteen scales. The NAIT people rated Interest, Independence, and Confidence higher than the school group. They were more likely to attribute job success to factors beyond their control; they were "harder" on Unemployment; and they appeared to be more ambitious than their school counterparts.

The results on Locus of Control, Unemployment, Confidence, and Ambition were not expected. Although the results of the Interest and Independence scales were not predicted, both results seem reasonable in retrospect. It was thought that there would be a bigger difference between the two groups on the importance of Job Security because the NAIT group is older and perhaps more conscious of the problems of security. No attempt was made to collect information on age,

Table 17: Comparison of the NAIT and School Samples

Subscale	School Mean	NAIT Mean	Standard Error
Preparation	17.96	17.46	.278
Interest	20.01	20.93	.218 *
Diligence	21.40	21.94	.243
Laziness	9.61	9.49	.309
Security	17.78	18.26	.239
Positive Emp. Char.	17.86	17.89	.398
Independence	17.88	19.66	.316 *
Money	16.38	16.93	.359
Ambition	17.04	18.39	.318 *
Locus of Control	13.15	14.34	.417 *
Confidence	17.53	19.32	.250 *
Negative Emp. Char.	14.58	15.17	.390
Social	19.69	19.41	.249
Unemployment	16.3[illegible]	17.48	.410 *
General	17.94	18.29	.278

so perhaps the NAIT group had not reached an age where security becomes a matter of greater concern.

I. The AVC Group

The Attitudes Toward Work questionnaire was administered to 48 students enrolled in the academic upgrading courses at the Alberta Vocational Centre in Edmonton. The male group was composed mostly of people preparing for apprenticeship training, and the female group was made up of people preparing for business education. According to AVC officials, the entire sample was considered to be a high academic group.

The subscale means are shown in Table 18, together with the school sample means. In many respects, the AVC sample is similar to the NAIT sample. They are both "harder" on unemployment, have high ambition, are more "external" and are more confident than the school group. With respect to Independence, however, the AVC group is lower than the school group whereas the NAIT group is higher.

Another difference that occurred with the AVC group was the higher mean on the General Attitudes subscale. Assuming the validity of the subscale, this suggests that these people are even more positive about entering the world of work than the high school students.

Table 18: Comparison of the AVC and School Samples

Subscale	School Mean	AVC Mean	Standard Error
Preparation	17.96	17.91	.423
Interest	20.01	20.07	.263
Diligence	21.40	21.15	.323
Laziness	9.61	8.78	.423
Security	17.78	18.22	.409
Positive Emp. Char.	17.86	18.16	.397
Independence	17.88	16.89	.468 *
Money	16.38	16.71	.420
Ambition	17.0[illegible]	18.14	.359 *
Locus of Control	13.15	14.17	.505 *
Confidence	17.53	18.33	.370 *
Negative Emp. Char.	14.58	15.07	.483
Social	19.69	19.84	.352
Unemployment	16.31	18.72	.524 *
General	17.94	18.91	.370 *

J. Reliability Studies

Three different approaches were taken to assess the reliability of the subscale scores. In the first, Cronbach's alpha values were calculated for each of the subscale scores and were based on the entire school sample. The results are shown in Table 19. The lowest internal consistencies occur for Ambition, General, Preparation, Job Security and Confidence. The alphas in these cases were all less than .4. Table 19 also shows the Factor Validity Rating discussed earlier and, as can be seen, the higher alpha values correspond to the higher validity values.

The .309 value for Ambition was disappointing. It may arise from a two-directional formation of items. Some of the items represent healthy ambition such as "I see that a first job is really a stepping stone for a career", whereas other items deal with less desirable aspects of ambition: "Sometimes you have to choose between having friends, and getting ahead on the job".

The alpha for the General subscale was not unexpected (.330), since by its very nature it taps several areas. The values for Job Security (.343) and Preparation (.342) are indicative of the problems that some students had in making assessments about matters on which they had little experience.

The second approach to reliability was to administer the instrument to six of the schools that participated in

Table 19: Reliability Studies

Subscale	Cronbach's Alpha	Factor Validity Rating	Number of Schools with Significant Shifts	Number of Item Changes	Test-Retest Correlation
Preparation	.342	2	0	0	.591
Interest	.483	1	1	2	.572
Diligence	.544	4	1	1	.460
Laziness	.620	4	1	1	.647
Job Security	.343	2	4	3	.608
Pos.Emp.Char.	.502	3	0	0	.578
Independence	.496	3	3	2	.646
Money	.425	3	5	3	.618
Ambiti[illegible]	.309	1	0	0	.515
Loc. of Control	.571	3	1	0	.642
Confidence	.399	2	1	0	.510
Neg.Emp.Char.	.532	4	0	0	.671
Social	.584	2	1	1	.652
Unemployment	.611	4	0	0	.703
General	.330	0	1	1	.579

the first study. In the first study, grades 8 and 11 were used. In the present study, grades 9 and 12 were used so that many of the students who participated in June also participated in September.

The rationale for using group data as an estimate of reliability was stated in Part 1 of the study. One of the proposed uses for this instrument is to assess or describe the attitudes of groups of students. Reliability, then, is a requirement that must be established on the group norm.

Because of the way that the administration of the test was conducted in June, group means had to be estimated from the item responses in Forms A and B. As was noted in Part 1 of the study, some of the items were changed in the Revised Form to remedy certain inadequacies. In Table 19, the number of classes out of six, which showed significant mean differences from June to September, is shown together with the number of items that were changed for the September administration. Five subscales showed no significant shifts from one administration to the next. On seven subscales there was only one school that shifted, one subscale had a shift for three schools, one had a shift for four, and one had a shift for five schools. All of the subscales on which two or more schools had a significant shift also had two or more item changes. There seems to be reasonable support for the reliability of the subscales as descriptors of groups of students.

The final assessment of reliability was accomplished by a test-retest administration of the instrument and calculating subscale test-retest reliability coefficients.

Three schools participated in this reliability study: two schools were from Red Deer and one from Valleyview. The students were drawn from grades nine and twelve. At Central Junior High School in Red Deer, 66 grade nine students responded to the instrument in the second week of December, 1978, and 64 students responded in the third week of January, 1979. In all, 55 students responded both times. Ninety-eight grade twelve students from Lindsay Thurber Comprehensive High School in Red Deer responded in December, 1978, and 78 responded in January, 1979. There were 73 grade twelve students who responded both times.

The Hillside Junior-Senior High School in Valleyview supplied a sample of students from grades nine and twelve. There were 80 grade nine students at time 1 and 64 grade nine students at time 2. This produced a test-retest sample of 64 grade nine students. In grade twelve, 38 students responded at time 1. No students responded at time 2.

The total test-retest reliability sample was 192. Although the intervening time was different for each school, in no case was it less than one month.

The subscale reliabilities are shown in Table 19. All values are greater than .5 except for Diligence, which is .460 . In the total sample, it can be seen the Diligence subscale has a ceiling that may be preventing a full range of responses. Twenty-five percent of the respondents have scores of 23, 24 or 25. Thus a modest change of one point on a single item can have a substantial effect on the percentile value of an individual's subscale score.

With only five items in each subscale, the values of the test-retest reliabilities seem satisfactory for use with groups of students. The sizes of the standard errors of measurement that would arise from the use of these values are such that it would be better to use the 90% high density area as an aid to interpreting individual scores, rather than conventional confidence intervals based on the standard error of measurement.

IV. Recommendations

The Attitudes Toward the World of Work Instrument has a number of potential uses. Perhaps the most immediate use is as a vehicle for collecting student opinions. In this way, the responses to the items provide direct information. With further validity and reliability checks, the subscale scores themselves might be useful for both guidance and career selection.

1. Either as a collection of items or as a set of 15 scales, this instrument appears to be a good measure of students' attitudes toward the world of work. It is recommended that the instrument be used in Alberta schools to maintain a gauge of students' attitudes toward various components of work, in the following fashion:

a. Students' attitudes toward work should be charted over an extended period of time, e.g. ten years, and changes or shifts in student attitudes noted in relation to shifts in economic conditions, and in relation to curriculum changes.

b. Students in grades 7 through 12 should be sampled and a profile drawn to describe the change in student attitudes as a result of maturation, experience and increased education as students progress from grade 7 to 12.

c. There should be a continuing examination of the sex differences in attitudes toward the world of work. An interesting question to ask is: Will the recent shift from sex-referenced job labels prompt any change in the attitudes of female and male students toward the world of work?

d. The segments of the student-age work force who have left school should be examined to see if there are differences in attitude between those who have obtained employment and those who have not.

The public at large has a general interest in student attitudes toward work. Regular monitoring of this area in a manner similar to (or the same as) the one employed in the present study would be of great interest. The results should be reported as item results since they are directly interpretable.

At some point, it would be worthwhile to undertake a study of employer perceptions about the world of work, and to compare the results with those obtained in the present study. Perhaps employer-employee relations will be at their best when both share the same attitudes.

2. One revelation of the study was the students' feeling that the vocational counselling being supplied by the schools was often inadequate. A second insight derived from students' comments was that in responding to the items, many students began to think about aspects of work that they had never thought about before. Combining these two ideas, it seems to the investigators that one potential use of the Attitudes Toward Work scale might be as a stimulus for discussion in vocational counselling classes. It is recommended that this be tried on a pilot basis.

3. Work-study programs are beginning to be used to counteract school drop-out problems (e.g. the Lac la Biche Educational Opportunities Fund Project). Evaluation instruments for assessing changes in attitude are difficult to find. It is recommended that Attitudes Toward Work be used as such an instrument.

V. Further Studies

Several studies that seemed of interest and would have added to the validity investigation were precluded because of limited time. Some of these are listed below:

1. A comparison of the work attitudes of children of people who have a history of generations of social assistance, with the attitudes of those who do not have such a history.

2. A comparison of the attitudes of Alberta students with those of students in Newfoundland, where the probability of unemployment is considerably higher.

3. A comparison of the attitudes of recent immigrants with those of their children in Alberta public schools.

4. A comparison of the attitudes of workers and management in fields characterized by labor strife with the attitudes of the same groups in fields with little labor strife, e.g. inside postal workers and their managers compared with outside postal workers and their managers.

5. A comparison of the attitudes of wage earners with those who are self-employed.

There are many other studies which could be carried out to investigate the validity of the instrument further. However, the investigators are satisfied that the instrument as it stands will be useful to researchers, evaluators, and those who wish to monitor changes in student attitudes over several years.

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Appendices

Appendix 1: Attitudes toward Work Demographic Data

Appendix 2: Interscale Correlations

Appendix 3: Proportion of Students Who Have a Part-Time Job and/or Had a Full-Time Job This Past Summer

APPENDIX I

ALL SCHOOLS

Attitudes Toward Work
Demographic Data

```
SEX: NO RESPONSE    2 (  0%)
     FEMALE       549 ( 53%)
     MALE         484 ( 47%)


SCHOOL: ST. HILDA, EDMONTON                                  45 (  4%)
        ST. BRENDAN, EDMONTON                                55 (  5%)
        SIR JOHN THOMPSON, EDMONTON                          44 (  4%)
        ST. MARY'S, EDMONTON                                 53 (  5%
        ARCHBISHOP MACDONALD, EDMONTON                       56 (  5%)
        O'LEARY, EDMONTON                                    44 (  4%)
        WETASKIWIN COMP. HIGH (MATH 15), WETASKIWIN          27 (  3%)
        WETASKIWIN COMP. HIGH (CHEM 30), WETASKIWIN          30 (  3%)
        LACOMBE JUNIOR HIGH, LACOMBE                         52 (  5%)
        LACOMBE SENIOR HIGH, LACOMBE                         49 (  5%)
        ST. THOMAS JR. HIGH, RED DEER                        69 (  7%)
        CAMILLE LEROUGE HIGH SCHOOL, RED DEER               103 ( 10%)
        ANDREW JUNIOR HIGH, ANDREW                           39 (  4%)
        ANDREW SENIOR HIGH, ANDREW                           33 (  3%)
        CRESCENT HEIGHTS HIGH SCHOOL, MEDICINE HAT           48 (  5%)
        ALEXANDRA JUNIOR HIGH, MEDICINE HAT                  56 (  5%)
        JASPER HIGH SCHOOL, JASPER                           56 (  5%)
        JASPER JUNIOR HIGH, JASPER                           58 (  6%)
        WINSTON CHURCHILL HIGH SCHOOL, LETHBRIDGE            69 (  7%)
        WILSON JUNIOR HIGH, LETHBRIDGE                       49 (  5%)
        ALL SCHOOLS                                        1035 (100%)


PROGRAM: NO RESPONSE          105 ( 10%)
         TECHNICAL & TRADES    98 (  9%)
         ACADEMIC             423 ( 41%)
         BUSINESS              80 (  8%)
         GENERAL              136 ( 13%)
         UNDECIDED            172 ( 17%)
         NO MAIN EMPHASIS      21 (  2%)


EDUCATIONAL REQUIREMENTS OF PREFERRED JOB:
      NO RESPONSE                               147 ( 14%)
      NO FORMAL EDUCATION                        99 ( 10%)
      HIGH SCHOOL DIPLOMA                       198 ( 19%)
      POST-SECONDARY TECHNICAL TRAINING         325 ( 31%)
      UNDERGRADUATE UNIVERSITY DEGREE           226 ( 22%)
      GRADUATE UNIVERSITY DEGREE                 40 (  4%)


DO YOU HAVE A REGULAR PART TIME JOB?
     NO RESPONSE    11 (  1%)
     YES           483 ( 47%)
     NO            541 ( 52%)


DID YOU HAVE A FULL TIME JOB LAST SUMMER?
     NO RESPONSE    22 (  2%)
     YES           458 ( 44%)
     NO            555 ( 54%)
```

Attitudes Toward Work - Form I

Strongly Disagree: SD Disagree: D Undecided: U
Agree: A Strongly Agree: SA No Response: NR

		SD	D	U	A	SA	NR
1.	I would like a job where you can do your own thing.	2	16	21	45	16	0
2.	I would like a job where I would deal with other people.	1	4	15	48	32	0
3.	I would like a job that I can work at for several years.	1	4	14	40	40	0
4.	I would like a job with high pay.	0	2	8	39	51	0
5.	I would like a job that is still mine when other people are being laid-off.	1	3	12	39	45	0
6.	Employers are always trying to push their employees to work harder.	3	22	28	39	7	0
7.	To be unemployed is shameful.	19	43	18	13	7	0
8.	In getting a job, it is more important to know somebody, than to know something.	32	34	14	14	5	0
9.	There are jobs available for those who want them.	2	17	13	50	17	0
10.	The first job that I get will likely be interesting.	3	24	32	33	7	0
11.	Most employers think that profits are more important than staff benefits.	2	17	40	33	8	0

Strongly Disagree: SD Disagree: D Undecided: U
Agree: A Strongly Agree: SA No Response: NR

		SD	D	U	A	SA	NR
12.	Most employers are flexible about the way in which their employees dress, provided that the employees get the job done.	6	25	16	47	6	0
13.	Earning a living should be fun.	2	12	22	43	21	0
14.	A person's major responsibility is to support his or her family.	1	8	11	48	31	0
15.	I would like a job where the harder you work, the higher your salary becomes.	1	7	14	42	36	0
16.	I would like a job which is a challenge to my abilities.	0	2	8	48	42	0
17.	I would like a job where the boss lets you decide how something should be done.	1	9	21	49	20	0
18.	My speaking skills are good enough for me to be successful in the job that I choose.	1	10	22	51	15	0
19.	I think that I will be able to meet the requirements of the job that I choose.	0	1	10	68	21	0
20.	A person should feel a little ashamed for doing a sloppy job.	2	5	8	55	30	0
21.	The more work experience you have, the higher your salary should be.	3	14	19	40	24	0
22.	One of the most important things about a job is to know that you are doing the best you can.	0	1	3	41	55	0

Strongly Disagree: SD Disagree: D Undecided: U
Agree: A Strongly Agree: SA No Response: NR

		SD	D	U	A	SA	NR
23.	One of the most important things about a job is to be able to keep it as long as you want it.	2	9	15	51	24	0
24.	Few things in life are more important than a big salary.	23	34	11	21	11	0
25.	There is very little that is taught in high school that will be of use on a job.	21	35	21	17	7	0
26.	Most employers don't really want to get to know their employees very well.	13	47	29	9	2	0
27.	I would rather have a job with low pay that I liked, than a job with better pay that I did not like.	3	6	22	43	26	0
28.	Opportunity for growth is more important than making friends on a job.	10	35	35	16	3	0
29.	To be a success you must have a job with a high salary.	19	53	14	11	3	0
30.	Sometimes a person will have to make sacrifices in order to get ahead in a job.	1	3	10	70	16	1
31.	Sometimes you have to choose between having friends, and getting ahead on the job.	4	16	19	53	7	0
32.	Schools are pretty good at teaching you about how to look for a job.	13	29	25	28	4	0
33.	Nowadays there is not enough work to go around for everyone, so I'll not worry too much about getting a job.	44	42	10	3	1	0

Strongly Disagree: SD Disagree: D Undecided: U
Agree: A Strongly Agree: SA No Response: NR

		SD	D	U	A	SA	NR
34.	I would like to find a job where you have to keep your mind active.	1	2	11	63	23	0
35.	I would like a job that allows you to daydream while you work.	32	51	11	6	1	0
36.	I would like a job that is interesting.	0	0	2	34	63	0
37.	I would like a job where you work in a group with others.	1	8	21	48	21	0
38.	I am looking forward to supporting myself by getting a job.	0	3	14	54	29	0
39.	I see that a first job is really a stepping stone for a career.	2	12	16	50	20	0
40.	If my job got boring, I would quit.	7	28	46	16	4	0
41.	I would like a job where you can be your own boss.	2	14	32	37	14	1
42.	I would like a job that allows you to make lots of overtime pay.	2	13	34	37	13	0
43.	Employers are prepared to pay good wages in order to keep qualified staff happy.	4	19	29	41	6	0
44.	Employers seem concerned only with getting as much out of their employees for as little as possible.	6	31	37	19	7	0

Strongly Disagree: SD Disagree: D Undecided: U
Agree: A Strongly Agree: SA No Response: NR

	SD	D	U	A	SA	NR
45. I would like a job where it is difficult to be fired.	3	23	33	35	7	0
46. I would like a job that has some excitement associated with it.	0	1	4	62	33	0
47. Most employers are prepared to give a fair wage for an honest day's work.	1	3	10	70	16	0
48. Most employers are prepared to reward good effort.	1	7	20	59	12	0
49. To have a job is the duty of every Canadian.	5	23	29	33	10	0
50. Getting a good job is usually a matter of luck - being in the right place at the right time.	20	40	16	19	5	0
51. I would move away from my home town in order to get the job that suited me.	3	8	22	45	22	0
52. I would like to work as part of a team.	1	8	31	47	13	0
53. All people should work.	4	23	26	33	13	0
54. When I finish my education, I'll be able to get the kind of job that I want.	1	10	30	42	15	0
55. Wasting time on a job wouldn't bother me very much.	24	47	18	9	2	0

Strongly Disagree: SD Disagree: D Undecided: U
Agree: A Strongly Agree: SA No Response: NR

		SD	D	U	A	SA	NR
56.	Most jobs are pretty interesting.	6	21	24	45	5	0
57.	It's better to hold on to a boring job than to risk changing to a new one.	17	44	26	12	1	0
58.	Most employers don't want employees who have minds of their own.	9	36	29	23	4	0
59.	One of the most important things about a job is to have the respect of the other people who work at the same place.	0	2	5	58	34	0
60.	More than ever before, there is a greater variety of job opportunities.	3	20	24	39	14	0
61.	To be successful, it is important to know someone in the right place.	10	37	26	22	4	1
62.	Most employers are prepared to give their employees credit for their original ideas.	1	7	25	60	7	0
63.	Most jobs are competitive, so you have to do a better job than the next person.	2	22	24	44	8	0
64.	It is unlikely that you can get a decent job if you don't join a union or association.	14	41	31	11	3	1
65.	Earning a living is the most important thing in adult life.	5	19	17	39	19	0
66.	After you have worked for several months, you have every right to quit your job and go on unemployment insurance.	43	38	12	5	1	0

Strongly Disagree: SD Disagree: D Undecided: U
Agree: A Strongly Agree: SA No Response: NR

		SD	D	U	A	SA	NR
67.	I think that I know what the requirements of most jobs are.	4	31	26	34	4	0
68.	It's usually possible to get the training needed for a job.	1	5	8	71	15	1
69.	A person should try to do a good job whether or not the boss is around.	0	1	3	47	49	0
70.	I am prepared to work hard for good wages.	0	1	3	48	47	1
71.	When I am ready to go to work, I'll probably have to take what is available rather than what I really want.	5	18	23	45	8	1
72.	I feel confident that I will be able to handle the next step in my training.	0	1	16	68	13	1
73.	One of the most important things in a job is to have friendly co-workers.	0	3	11	61	23	1
74.	I would like to be free to move from one company to another as my interests change.	3	14	33	40	9	1
75.	Frankly, when I get a job I don't really want to work very hard.	34	43	14	6	2	1

APPENDIX 2

Interscale Correlations*

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1.	1000														
2.	146	1000													
3.	230	354	1000												
4.	-191	-276	-458	1000											
5.	091	-006	189	002	1000										
6.	246	172	277	-124	117	1000									
7.	-013	329	102	122	109	078	1000								
8.	-032	000	087	207	257	089	106	1000							
9.	134	134	192	-046	143	196	142	211	1000						
10.	-190	-043	-093	304	094	-037	131	254	143	1000					
11.	284	179	240	-133	128	287	120	079	117	-117	1000				
12.	-116	016	-009	163	114	-236	053	189	083	198	-034	1000			
13.	175	329	318	-227	097	219	070	018	084	031	198	-069	1000		
14.	049	-072	198	-027	274	190	008	303	189	146	183	114	035	1000	
15	191	221	314	-233	089	254	059	-037	094	-121	310	-042	304	114	1000

*Decimals are omitted.

VARIMAX ROTATED SUBSCALE FACTOR SOLUTION*

	FACTOR														
Subscale	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	-037	-016	104	-103	130	122	547	066	-011	055	-117	197	009	003	001
2	081	534	319	094	393	045	136	-182	-017	142	-027	018	-140	177	-019
3	103	133	567	021	308	110	142	182	042	156	-014	114	283	-018	033
4	154	084	-779	122	-171	-047	-062	013	-012	030	165	-069	087	-010	005
5	113	061	023	069	073	073	065	567	-006	019	025	051	013	-005	001
6	068	052	060	-356	201	207	140	120	053	465	024	247	023	006	007
7	014	692	-074	005	030	099	-042	093	-013	-010	060	079	041	-035	005
8	567	049	-106	122	-002	179	-041	294	041	034	128	045	009	003	006
9	114	107	067	047	048	538	100	112	026	062	091	056	009	001	004
10	145	087	-211	148	003	167	-170	104	040	011	488	-117	-001	-001	006
11	060	105	069	-031	162	045	211	101	024	069	-066	589	-003	002	022
12	088	032	-060	634	-035	064	-066	106	016	-054	087	-007	003	003	005
13	028	076	157	-071	589	019	104	058	-031	029	041	087	-008	-002	-046
14	204	-092	091	059	-024	160	-039	401	322	103	148	230	015	-001	011
15	-111	030	132	-007	437	085	024	071	073	090	-123	347	076	-009	165

*Decimals have been omitted.

APPENDIX 3

Proportion of Students Who Have a Part-Time Job and/or Had a Full-Time Job This Past Summer

	Grade 9				Grade 12			
	Part-Time		Full-Time		Part-Time		Full-Time	
PROGRAM	Male	Female	Male	Female	Male	Female	Male	Female
Technical	18/43	0/2*	18/43	3/4	24/49**	3/4	36/48	2/4
Academic	25/62	21/18	16/61	10/78	80/119	85/156	81/117	76/154
Business	4/14	11/22	3/13	5/22	8/10	22/33	7/10	24/34
General	2/7	4/8	1/7	2/8	29/57	32/63	43/57	32/64
Undecided	13/51	25/71	15/50	25/71	11/20	20/28	14/20	18/29
No Main.	2/2	0/4	1/2	0/4	1/6	8/9	4/6	5/9
TOTAL	64/179	61/188	54/176	42/185	153/261	170/293	170/293	157/294
	(36%)	(32%)	(31%)	(23%)	(59%)	(58%)	(58%)	(53%)

* Neither of the two grade nine female students who wish to enter the high school technical program have a part-time job. Likewise, neither of these two female grade nine students who wish to enter the high school technical program had a full-time job this last summer.

** Of the 49 grade twelve males enrolled in the technical program, 24 have part-time jobs. Of these 49 males, 36 had full-time jobs this past summer (one student did not indicate whether he did or did not have a full-time job, therefore the total for the full-time job category for technical-males was 48).